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A Narrative Evaluation of the Senior High School Program Early Implementation (2012-2015) in Asia Pacific College: A Basis for Lifelong Career Opportunities

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A Narrative Evaluation of the Senior High School Program Early Implementation (2012-2015)
in Asia Pacific College: A Basis for Lifelong Career Opportunities

A Seminar Paper
Presented to the Graduate Faculty of the
Department of Biological Sciences
College of Science

In Partial Fulfilment of the Requirements for the Degree
Master of Education with Specialization in Biology

Ryan Joy F. Juanico

September 2015



APPROVAL SHEET

This Seminar Paper entitled **"A NARRATIVE EVALUATION OF THE SENIOR HIGH SCHOOL PROGRAM EARLY IMPLEMENTATION (2012-2015) IN ASIA PACIFIC COLLEGE: A BASIS FOR LIFELONG CAREER OPPORTUNITIES"** prepared and submitted by **RYAN JOY F. JUANICO**, in partial fulfillment for the degree **MASTER OF EDUCATION WITH SPECIALIZATION IN BIOLOGY** is hereby recommended for approval.

17 June 2015

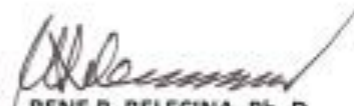
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ACKNOWLEDGEMENT

To my colleagues in Asia Pacific College who granted my request to be the subject of this study and supported me all the way, as well as to my students in Senior High School.

For the kind and generous support of my best buddy, Mackie.

And for the out pouring blessing of God Almighty.

Ad Majorem Dei Gloriam!

RJFJ

ABSTRACT

Name: Ryan Joy F. Juanico

Title: A Narrative Evaluation of the Senior High School Program Early
Implementation (2012-2015) in Asia Pacific College: A Basis for Lifelong
Career Opportunities

Key Concepts: Senior High School Early Implementation, Work Opportunities, IT-BPM
Industry, Internship

Degree: Master of Education

Specialization: Biology

Adviser: Luisito T. Evangelista, Ph. D

The main purpose of the study is to determine if Senior High School Program can produce employable high school graduates. The study was conducted at Asia Pacific College. The study utilized descriptive data taken from the pilot students of the program, its administrators and the partner internship companies of Asia Pacific College Senior High School Program. Validated questionnaires were administered to the students and interviews were conducted to the administrators. The industry feedback was based on the performance of the students on their internship. Descriptive statistics and triangulation were used in the analysis. Majority of the data were gathered and presented in narrative form.

Results showed that the integration of work immersion such as internship helps meet the standard of the industry and thus lead students to more work opportunities. The participation of work industry in the learning experiences of students is vital in preparing them for work after graduating from Senior High School. The Service Management Program which was integrated in the curriculum of Senior High School in APC produced graduates who are ready to do jobs in the field of business and outsourcing process in IT-BPM industry. Students, program administrators and industry partners have agreed that the alignment of learning competencies to the standard of work industry is relevant in producing qualified graduates. Senior High School could serve as the training ground for high school students who would opt for work after two years. It prepares graduates with the necessary skills such as those required in IT-BPO companies.

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The RA 10533 known as the Enhanced Basic Education Program Act of 2013 aims to produce high school graduates qualified for work and/or college education. Since then schools, parents and students have started to make preparations for its mandatory and full implementation in 2016. The Department of Education (DepEd) and its division offices are confronted with many concerns specifically on their capacity to offer the program in terms of absorptive capacity, necessary facilities and teacher preparedness. Non-DepEd schools share the same concerns while specifically Higher Education Institutions (HEIs) are faced with the challenge of not having college entrants in 2016 and 2017. The 5-year transition period posed by the Kto12 Program led HEIs to offer Senior High School to fill the loss of 25 to 50 percent college entrants in 2016 and 2017, respectively.

Parents on the other hand have to bear the financial burden that is brought about by the additional two years in high school. Students are confronted with the challenge to decide earlier on their chosen career pathway upon entering Senior High School as well. This is due to the fact that the Senior High School Curriculum has four different tracks that would lead students to different career pathways and their chosen field in college.

In one way or another, the mandated Kto12 Program affects each and everyone in the country including the industries who are expected to shift their talent interest to the soon high school graduates of the Kto12 Program. Among all the concerns that would remain to be seen is the

question whether the Kto12 Program would really prepare students for job and if would it answer the lack of work skills among high school graduates; would the additional 2-years in high school be able to produce graduates with real life skills and would they fill the growing demand of qualified talents in the work industry. Based on the 2014 Kto12 Curriculum BOI Handouts of DepEd and the IRR of RA 10533, the added two year Senior High School in the basic education program aims to equip students with the necessary skills for employment, entrepreneurship or college education. Moreover, Giron (n.d.) stresses that the Kto12 Program help Filipino talents to be globally competitive at work at par with the countries abroad.

The DepEd came up with Academic Programs for Senior High School in 2012. Subjects for Academic, Technical-Vocational (Tech-Voc) Livelihood and Sports & Arts Tracks were developed and tested during the pilot years, 2012-2014. Pilot schools chose a track to offer along with competent teacher resources, available and credible facilities and logistics as well as ties with the work industries. The partner industries take part in the students' work immersion and potential job placement in the future.

The achievement of goals and objectives of the Kto12 Program lies on the competencies of the curriculum, the efficacy of the instruction and the participation of the industries from curriculum development to the work immersions of students. The alignment of the curriculum to the requirements and standards of the work industry are major keys to achieve the goals of Kto12 Program.

To have a foretaste of the Senior High School program, this study will walk us through its pilot implementation back in 2012.

Research Objectives

General Objective:

To come up with a narrative evaluation on the outcome of the pilot implementation of Senior High School Program at Asia Pacific College, S.Y.s 2012-2015.

Specific Objectives:

Specifically, this research aims to:

- a. Determine the outcome of the Senior High School early implementation at APC based on:
 - i. Number of students who finished the program.
 - ii. Number of students who pursued degree programs
- b. Determine the factors that contribute to the success of students in the program
- c. Determine the perception and feedback of successful students on the following:
 - i. The mission of the program as a life-long career preparation
 - ii. The relevance of the program to their career plans
 - iii. The significance of internship as a learning career preparation
- d. Determine the perception of internship host industry and school administrators on the Senior High School Program

Conceptual Framework

The Senior High School Program was designed to prepare high school graduates for work and college education. It aims to provide a good career option especially to those who cannot afford or finish college. The career preparation which all be made during the 2-year Senior High School Program should fully arm and equip the students with the skills required at the work industry.

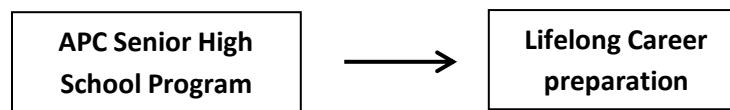


Figure1. Conceptual Framework of the Study

Grades 11 & 12 is the right venue to prepare students for college and/ or for work. Secretary Armin Luistro of DepEd stressed that after graduating from Senior High School the students will be equipped for college education or immediately be part of the work force (DepEd, 2014). The familiarization and understanding of the work culture, hands-on experience and training from the industry through the internship program are all essential and relevant preparatory steps for one's career plans (Francisco and Parlade, 2013). Providing proper orientation and sufficient trainings help students align their skills and competencies to the demand of work in the job market. The change of the curriculum through the addition of two (2) years in high school, making it Kto12 would engage stakeholders in working together to improve the alignment of high school curricula with the expectations of higher education and work (Bangser, 2008).

While in the program, students take the opportunity of learning and polishing their potentials and skills under the combined guidance and tutelage of the academe and the industry. The

preparation process at APC determines the success of the Senior High School students in the work place. It is grounded in the 21st century skills framework which specifically highlights the

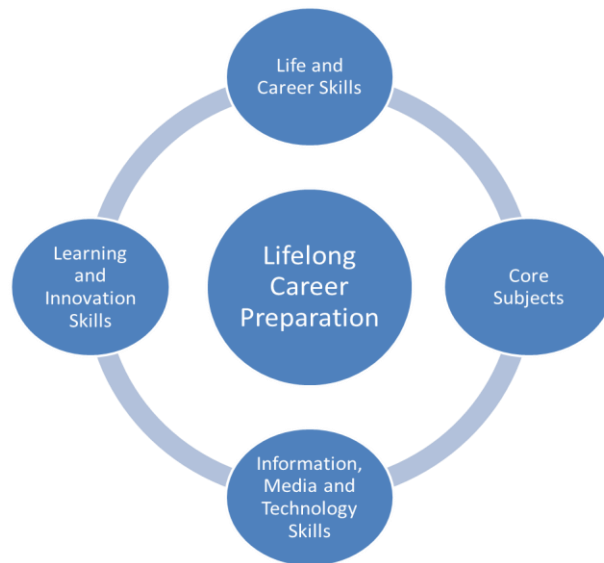


Figure 2. Conceptual Grounding of Lifelong Career Preparation

essential skills for a potential work talent such as life and career skills, learning and innovation, information, media, and technology Skills and the key subjects (Figure 2). The 21st century skills as expected learning competencies of the Senior High School of the Department of Education (DepEd Curriculum Framework) are clearly defined and described in P21 framework as the 21st century students' outcome (www.p21.org) authored by the Department of the United States. Both frameworks feature the skills required in the work industry. The APC Senior High School carries its outcome- and project-based learning approach to impart the 21st century skills to each and every student it serves.

Significance of the Study

The outcome of the Senior High School early implementation is important as a basis of full implementation in 2016. It depicts the general picture of the fundamental challenges and success of implementation which could be a basis of implementers in running the program. This study suggested strategic approaches to attain the goal and purpose of the Senior High School program.

Anchored in the Research Agenda of Philippine Normal University under the theme on Policy Studies, this paper gave an overview on how Senior High School was implemented in the country for the very first time. The pilot implementation back in 2012 has a very little difference from the present curriculum. Thus, a glance or a foretaste of the earlier curriculum would serve as a guide to all the preparations and gearings up that most high schools and Higher Education Institutions (HEIs) are doing at the present. Among the many aspects that can be learned from the pilot implementation highlighted in this paper can lead to future curriculum development, the importance of ties with the industry and understanding the pulse of the students, administrators and work industry on the program. Moreover, this study identified the significant factors that contributed to the successes and challenges of the program; the important role of the academe and the impact of the participation of the work industry in the whole process of preparing students for work. Lastly, this paper serves as a reference to benchmark the Senior High School Program now and in the coming years.

Scope of the Study

The study was conducted in Asia Pacific College (APC), one of the 30 modelling schools of Senior High School in 2012. All students enrolled in the program in S.Y.s 2012 – 2015 were the

main respondents of the study. All data and responses are limited to the profile and demographics of the students including the drop-outs, perceptions and feedbacks of the program administrators, the internship company managers and of the graduates.

The assessment made in this study was based on the observations and reflections gathered from recruitment process up to the time when the graduates find their niche either in work or college education.

Definition of Terms

Career refers to work or job of the students who graduated from the program.

Curriculum is a set of subjects with the corresponding competencies prescribed by the Department of Education and offered in the school.

Facilities refer to tools and resources available for a specific purpose such as facilities for learning.

Internship refers to a student's work immersion in an industry as part of the academic requirement of the program.

Skill refers to a learned capability and ability of a person that suits to the requirement of a specific job.

Standard refers to the level of quality or attainment in a particular area or program such that of the work industry.

Talent is a potential employee or worker such as a Senior High School graduate.

Work Industry is the sector of the society that creates and provides job opportunities such as IT-BPMs.

Industry Professors are work practitioners and experts who are tasked to teach Senior High School students with career-related concepts and skills.

Job placement is the process that most companies give to applicants prior to hiring and putting a talent on the job in the company.

Opportunity refers to a favorable event, chance or instance for the person to grab simply because his skills and capability best suit to the requirement and standard of work or of the company.

Perception refers to the views and opinions of the participants or respondents based on their experiences in a program such as in Senior High School and internship programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Current Philippine Educational System

Philippines is the only country in Asia and one of the three remaining countries in the world with a 10-year basic education system (Giron, 2012). The rest of the other countries require a 12-year basic education before one can enter the tertiary level. For example, the Washington Accord which was signed in 1989 requires a minimum of 12-year basic education for recognition of engineering professionals. Likewise, the Bologna Process of 1999 also requires a minimum of 12-year basic education for students to be admitted in universities and practice their profession in European countries. The 12-year basic education system equips senior high school graduates with skills to get a job through employment or entrepreneurship (TESDA, 2013).

At present, Philippines still runs a 6-year elementary education and 4-year secondary level. Curriculum development underwent changes which believed to have improved the quality of the graduates. The Basic Education Curriculum (BEC) was later revised with the inclusion of Makabayan subjects (RBEC). In 2010 DepEd augmented the high school curriculum with the use of Understanding by Design (UbD) framework. In 2012, the discussion on enhancing the Philippine basic education curriculum pushed the now Republic Act 10533 also known as the Enhanced Basic Education or the K+12 Education Program (DepEd Order 43, s. 2013).

High Unemployment Rate

For the last 10 years, Philippines has experienced a significantly high unemployment rate of ages 15 to 25. The Philippine Statistics Authority reported that 2.8 million Filipinos are unemployed since 2006 up to 2013. In 2013 alone, the youth comprised 48.5% of the total unemployed. 34.1% or 988,000 are college undergraduates while 20.3% or 588,000 are graduates. An equally high unemployment rate of 32.9% or 953,000 unemployed were high school graduates. In 2014, the unemployment rate decreased to below 7% translated to 2.7 million Filipinos. The number of unemployed youth however has increased by 0.6% which comprised of 35.3% or 967,000 college students of which 21.6% or 593,000 were graduates. Unemployed high school graduates and undergraduates rose to 44.0% equivalent to 1.2 million (PSA, LABSTAT Updates 2014 & 2015). The high unemployment rate among high school graduates is attributed to their lack of work skills and the gap between the academic curriculum and the required skills and standards of the work industry (Hamlin, 2012).

The High Demand of Work Talents

Information Technology and Business Process Outsourcing (IT-BPO) industry is the largest job creator in the private sector in the Philippines. The Information Technology and Business Process Association of the Philippines (IBPAP) is an enabling association of IT-BPM industry in the country. IBPAP's Roadmap 2011-2016 cited the IT-BPO's target revenue of US\$25 billion in 2016. This would mean a creation of 3.1 to 4.5 million jobs that would cater to an estimated 1.3 million workers by the end of 2016. This is equivalent to about 133,000 jobs a year or 500 jobs each working day from day 1 of 2011 to the last day of 2016.

Furthermore, with the continuing increase in the demand for talents in the industry, talent development has become a challenge due to the misalignment of the curriculum and the industry requirements. Aside from college graduates, IBPAP has called for a quick move in implementing the Kto12 Program believing that it would produce graduates with employable skills required not only by IT-BPO but as well as the rest of the work industries.

Table 1. Skills Required in IT-BPO Industry

Skills Required	Description
Technical skills	- Industry specific or firm-specific; low number of companies reporting the need for each technical skills
Soft skills	- Required across IT-BPO segments and companies especially English speaking, writing, listening skills, and comprehension; interpersonal skills and teamwork; supervisory and leadership skills; strategic thinking, time management, and crisis management; and emotional intelligence.
Creative skills	- Animation companies require artistic skills, spatial visualization, creative problem solving, synthesis skills, and lateral thinking skills.
Project Management	- Fundamental project management skills in initiating, planning, executing, monitoring, and controlling. - Specific skills in managing project scope, time, cost, quality, managing human and other project resources, managing project communications, managing project risks, and managing the procurement of resources needed by the project.

SOURCE: BPAP IT-BPO University Project Survey Results

In 2012, IBPAP created a curriculum called Service Management Program (SMP) and submitted it to Commission on Higher Education (CHED). CHED approved the program and is now

a specialization under the IT and Business Courses (CMO 34 s.2012). Designed by the industry itself, SMP was formulated to have met the skills required in IT-BPO Companies.

The Gap between Student's Preparedness and Work Standards

Commerce and industries are part of the stakeholders of the Senior High School implementation, as partners in students' work exposures and immersions (IRR, 2013). This is clearly stated in the implementing rules of RA 10533 to align the students' preparedness with the required skills of the work industry.

Parlade and Francisco (2013) in their preliminary study on Corporate Service Segment highlighted the missing link between the graduates' work skills and the required skills especially in IT-BPO Company. Graduates from the universities and colleges often possess the traditional and conceptual knowledge but lack the essential employable skills. Skills in the areas of communication, numeracy and IT are required at work as well as right personal attributes, knowledge about the organization team work, business and customer awareness. Other important qualities are critical evaluation and logical reasoning.

The Republic Act 10533

RA 10533 of 2013 is a flagship reform strategy of the national government called the Enhanced Basic Education Program or Kto12 Program. It aims to produce more productive and responsible Filipino high school graduates who are prepared and equipped with essential competencies and skills for both life-long learning and employment (PIDS, 2012).

The K+12 Program hopes to address the 2-year gap of international standards and that placed Filipino workers below their ASEAN counterpart. TESDA expects expertise and mastery of skills from graduates of the Kto12 Education Program (iiee.org.ph, 2013). Through the incremental 2 years in high school Filipinos can enjoy and benefit from the work opportunities that would be brought by ASEAN 2015. The ASEAN integration will allow the Filipino people to participate in the free flow of goods, services, labour, foreign investment and capital (ASEAN Economic Community, n.d. & Santiago, 2014).

Kto12 Program features the universal Kindergarten (K), six (6) years Elementary education, four (4) years Junior High School and the incremental two (2) years Senior High School (Grades 11&12). As mandated, students who graduated from Grade 10 shall take Grades 11 & 12 or the Senior High School effective 2016. These two (2) additional years will provide longer and enough time for students to master their lessons as against to the congested content curriculum of the existing ten (10)-year Basic Education Program. Students graduating from Senior High School are expected to be more prepared for work and/or later on pursue a degree in college (DepEd Order 43 s. 2013).

The Enhanced Basic Education Curriculum

When the Department of Education (DepEd) called for pilot implementation of Senior High School (Grades 11 & 12) in 2012, a curriculum was created already aiming to equip the senior high school graduates with life-long learning and work skills. There were three tracks created which include Academic, Technical-Vocational Livelihood and Sports and Arts.

The Academic Track was further categorized to Business, Accountancy and Management (BAM), Science, Technology, Engineering and Mathematics (STEM), and the Humanities, Education and Social Sciences (HESS). A required 14 CORE subjects (General Education) were prescribed applicable to all 3 tracks and an additional 5 career and 5 college linking subjects for Academic Track. Tech-Voc and Sports & Design Tracks may fill the subject slots leading to their field of specialization. Each subject was taught in 54 hours in a semester (Dep.Ed, 2013).

In 2014, the 2012 Senior High School Curriculum was further revised contributing to the 4 tracks; the Academic, Tech-Voc, Arts and Design, and Sports. For academic track a total of 31 total subjects each should be taught in 80-hours per semester. The subjects are now grouped into 15 CORE subjects (PE added), 7 Applied Subjects (Career Linking subjects) and 9 Specialized subjects (College linking subjects). The Academic track now includes 4 strands namely the Accountancy, Business and Management (ABM), Science Technology, Engineering and Mathematics (STEM), Humanities and Social Science (HUMSS), and the General Academic (DepEd, 2014). In both curricula, Applied subjects appear to be the critical areas where work skills should be integrated.

In 2012, DepEd identified thirty (30) modelling schools to pilot Grades 11 & 12. It comprises one (1) from Region II, six (6) from Region III, one (1) from Region V, five (5) from Region VI, two (2) from Region VIII, four (4) from Region X, one (1) from region XI, one from Region XII, two (2) from Region XII and seven (7) from the National Capital Region (NCR) (Appendix B).

The school respondent of this study offered the Academic Track in ABM strand and incorporated Service Management Program career course as Applied subjects or those leading to career in IT-BPM industry.

Related Studies

Though piloted already in 2012, Kto12 Program remains very new to the Philippine Education System. Educational institutions, both public and private, basic education and higher education institutions are now gearing up for 2016. As it will be fully implemented, major transitions and adjustments would be seen in the curricula of both Senior High School and the college like high demand for experts and skilled teachers to handle Senior High school specialized subjects while displacing some college professors, the need of high standard facilities, and the flow of college enrolment from 2016 to 2021 (DepEd, 2014).

Prior to Kto12 Program implementation, most studies focus mainly on the different strategies of learning instruction. At the dawn of Senior High School implementation, the different approaches cited in these studies may greatly help in producing employable graduates.

Almerino (2012) believed that applying the tech-voc style of teaching would increase the learning competencies of students in Chemistry. Orosco (2013) on the other hand banked on the problem-based approach as an effective approach to establish critical thinking and creativity skills among Biology students. Toledo (2010) was creative in exploring the use of media cartoons to explain the concepts in Environmental Science easier and that resolution on environmental issues can be made.

Part of the preparation for 2016 full implementation, studies and surveys were also done. Decena (2013) took one of the first possible studies and looked into the readiness of the Science teachers to Kto12 curriculum. The study showed that Science teachers are not yet ready for Kto12 curriculum and recommended trainings for the teachers. DepEd Makati City Division has planned to offer Academic Track in 5 of its 10 public high schools while 3 of them will be Tech-Voc Centers. In their study, approximately 11, 000 students need to enroll Grade 11 in 2016 and this figure will double in 2017. Along with private institutions both secondary and Higher Education Institutions plus the Local State Colleges and Universities, Makati City Division will cater the 21, 763 Senior High School entrants in school year 2017-2018 (DepEd Makati Survey Data, 2014). In Pasay Division, only one high school would be open for Senior High School and will offer Academic Track, STEM Strand only. With the capacity of the city university, Pasay can accommodate 80% of their Senior High entrants leaving the remaining 20% or 900 out of 4,500 students to enroll in non-DepEd Senior High schools (DepEd Pasay Survey Data). In both divisions, parents and students also prefer Academic Track the most followed by Tech-Voc, Arts and Design and Sports.

Recently, DepEd released a primer showing their trace study report on the Senior Modelling Schools. From 17 reported schools, 617 out of 936 enrolled in 2012 have already graduated from the program. Only 14 took the Academic Track and the rest took Tech-Voc courses. Of the 617 graduates, 104 pursue further studies (higher education and TESDA), 488 landed a job while 81 remained unemployed. No data was obtained from the other 44 graduates. Though mentioned in the said primer, Asia Pacific College also submitted a documentation report of its pilot Senior High

School to DepEd in the second quarter of 2014. Among the highlights, the report related its coordination with DepEd's Bureau of Alternative Learning System (BALS) to offer the pilot program to students from the ALS Centers nearer to APC such as Makati, Pasay, Manila, Parañaque, Las Piñas and Muntinlupa divisions. The career talks and the scholarship that was offered motivated the pilot batch to enroll in the program. Most of the students who grabbed the opportunity belonged to family with little or no stable income.

Other studies both here and abroad cited important factors that determine the success or failure of students in their studies. In his many studies on transitioning students from alternative programs to high school, Jones (1999) cited that the factors contributing to success mainly include interaction with teachers and administrators and parental support. This is aside from the interest and determination of the students to finish their studies. Albert, et.al (2012) reported in their study on the "Profile of Out-of-School Children in the Philippines," that the main reason of dropping out from school is poverty. Second to financial difficulty is the lack of personal interest or lack of family support which is still originating from having no income source. The student usually ends up working for the family instead of attending school. Despite this fact, APC continues to offer scholarship programs to those who most deserve it.

CHAPTER III

METHODOLOGY

Research Design

The study used a descriptive research design utilizing purposive sampling method. It covers school years 2012 to 2015 when Senior High School was first tested as a pilot program in few selected schools in the Philippines. One of the modelling schools of Grades 11 & 12 was Asia Pacific College where this study was conducted. Its pilot students served as the respondents of the study.

Questionnaires were used to measure the description of students' perception on the program based on their experiences. The survey questionnaires were administered to the Senior High School pilot batch both consist of graduates and drop-outs. The questionnaire for graduates has asked for their perception based on their experiences from the day they started until they landed a job or continued college after graduation. The questionnaire for drop-outs ended with identifying the reasons of dropping out from the program. Key Informant Interview (KII) was conducted to the program administrators. Written performance feedbacks on the interns were also obtained from different internship host companies. Responses from students, administrators and internship host companies were triangulated to further describe the common perception and understanding of the three groups of participants on the Senior High School program.

The Subject of the Study

The study was conducted in Asia Pacific College (APC) Makati City. APC piloted Senior High School (Grades 11 & 12) in 2012. As a Higher Education Institution (HEI), it initially aimed

to respond on the implication of Kto12 Program to colleges and universities once implemented. Among the 30 pilot schools, APC was the only HEI which offered the academic track. Aiming to produce employable high school graduates, it integrated Service Management Program (SMP) into its Senior High School curriculum under the Accountancy, Business and Management (ABM) Strand. SMP is a 21-unit specialization course under IT and Business course in CHED (CMO 34, s. 2012). SMP specifically equips students with the work skills required in IT-BPM industries. Designed by the industry itself, a 600-hour full time internship in IT-BPO companies is an integral part of SMP.

The Respondents

The main respondents of the study are the students of the APC Senior High School Pilot Program, S.Y.s 2012-2014 and 2013-2015. A total of twenty-four (24) students enrolled in the program and were all taken as the main respondents of this study. Of the twenty-four (24), thirteen (13) are drop-outs, ten (10) are graduates and one (1) is a returnee (Figure 3).

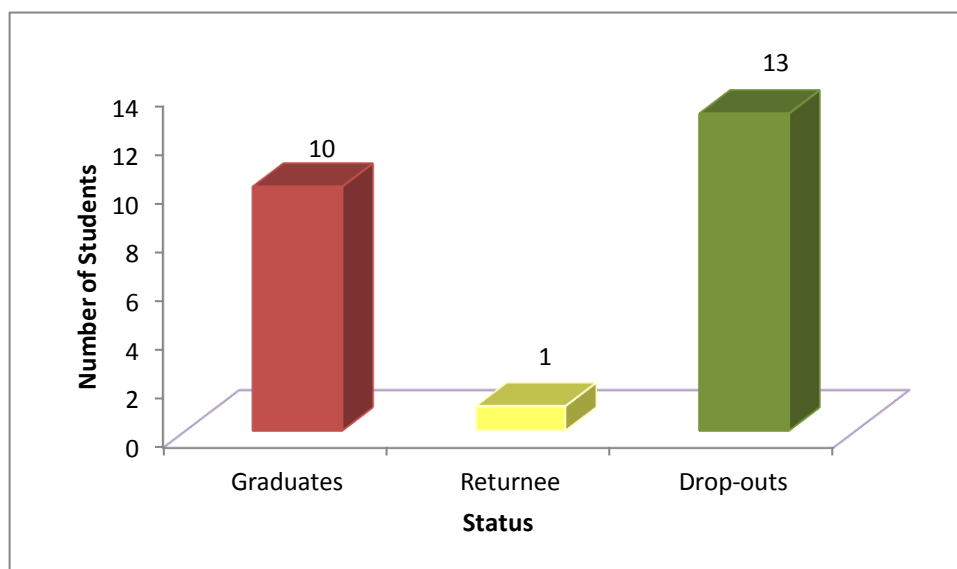


Figure 3. Current Status of the Pilot Students of APC Senior High School

From the eight (8) batch 2014 graduates, two (2) were absorbed to work by their internship host companies; two (2) underwent the regular job application process and were shortly hired by different Business Process Outsourcing companies; one (1) joined family business; while the other one (1) went home and decided to stay and work in the province. The two (2) others proceeded to college at APC and took BS in Business Management and BS in Information Technology, respectively.

On the other hand, the two (2) who just graduated last May 2015 already were under hired status while still on internship. Both however declined the job offer and one opted to pursue college and the other one applied and got hired immediately in another company.

The Senior High School Program administrators of APC were asked for their feedback on the relevance of the program based on the performance and outcome of their students. The internship host (IT-BPO) companies were also asked for their perception on the program based on their observation and assessment of the interns work performance in the company.

Data Collection and Instrumentation

The data collection method includes 1) profiling of student respondents using a questionnaire and secondary data; 2) tracer study through interviews and secondary data; 3) gathering feedback/perception of students through a validated 4-Scale Likert Survey Questionnaire; 4) Key Informant Interview with the program administrators; and 5) written assessment feedback of internship companies with follow-up interviews.

The profile questionnaire for the drop-outs was designed to also determine the reasons or causes of dropping out from the program. Feedback and perception of the students, administrators

and industries were triangulated for analysis. The 4-Scale Likert Survey questionnaire was designed in a forced-choice format to obtain responses that would be more relevant for analysis. A “neutral” option was not included for students to provide actual responses (Lavrakas, 2008).

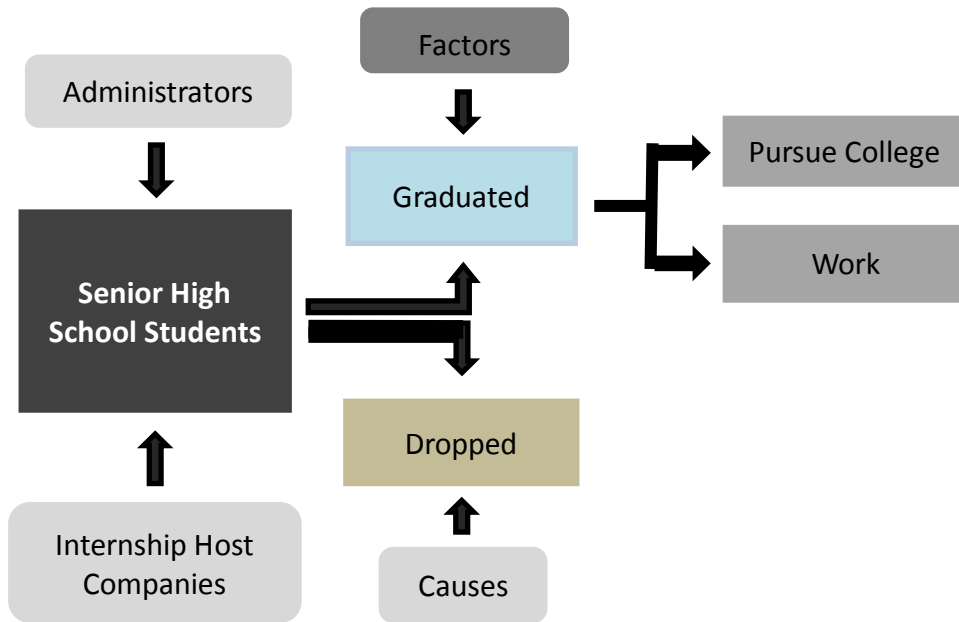


Figure 4. Data Gathering Framework of the Study

Instrument Validity

The survey questionnaires used in gathering feedback/perception of the students were first formulated according to the study objectives. A twenty (20)-item open-ended questionnaire was tested for content validity following the model presented by Palar-Calmorin & Calmorin, 2013. It was field tested to a group of currently enrolled Senior High School students. The questionnaire was also validated by a group of experts. Questionnaires validated by the experts are found in Appendix C. The computed weighted mean then determines the validity of the question as follows:

$$\bar{X} = \frac{\sum fx}{\sum f}$$

The question items with a weighted mean of 2.5 and above were retained while those with a mean of 1.5 to 2.4 were improved. No item got a mean of 1.4 and below thus, no question was deleted. Appendix E shows the questionnaires used in this study.

Secondary data provided by the school such as students' profile and demographics were also used especially for cross referencing as against to the data gathered from interviews and questionnaire. Feedback from industry partners were also provided by the school and were followed up with an interview.

Data Analysis and Interpretation

Descriptive statistics was used to present and interpret data. Mean and mode were utilized in the study. The mean and standard deviation were used to test the validity of the instrument while average and mode were used to analyze the perceptions and feedback of the respondents. Triangulation was also employed in interpreting the perceptions coming from the students, program administrators and the industry partners. Other relevant information was presented as narratives.

CHAPTER IV

RESULTS AND DISCUSSIONS

The study aims to determine the outcomes of the Senior High School early implementation in 2012 to 2015. The number and the demographics of the respondents that were utilized in the study were based from the records provided by the school program administrators.

Status of the Graduates

Table 2. Current Status of Graduates

Graduates	Number (Total -10)	Nationality / High School	Course / Nature of Work
Pursue a college degree	3	2 Indians / Formal & 1 Filipino / ALS	Business Management and Information Technology
Employed	5	Filipino / ALS	Business Process Outsourcing
Self-employed	1	Filipino / ALS	Business Retailing
Job aspirant (province)	1	Filipino / Formal	Business Process Outsourcing

In summary, seven (7) of the ten (10) graduates opted to work and three (3) pursued college. Of the seven (7), five (5) are now employed in IT-BPO Companies, one (1) runs her own business while the other one (1) opted to work in the province (Table 2).

Factors that Contribute to Students' Success

In S.Y. 2012-2013, twenty-one (21) students enrolled in Grade 11; nineteen (19) of them were graduates of the Alternative Learning System (ALS) and two (2) came from a high schools of

India. In the following school year, 2013-2014, three (3) came and enrolled in the program; two (2) of them were from ALS and one (1) from formal public high school.

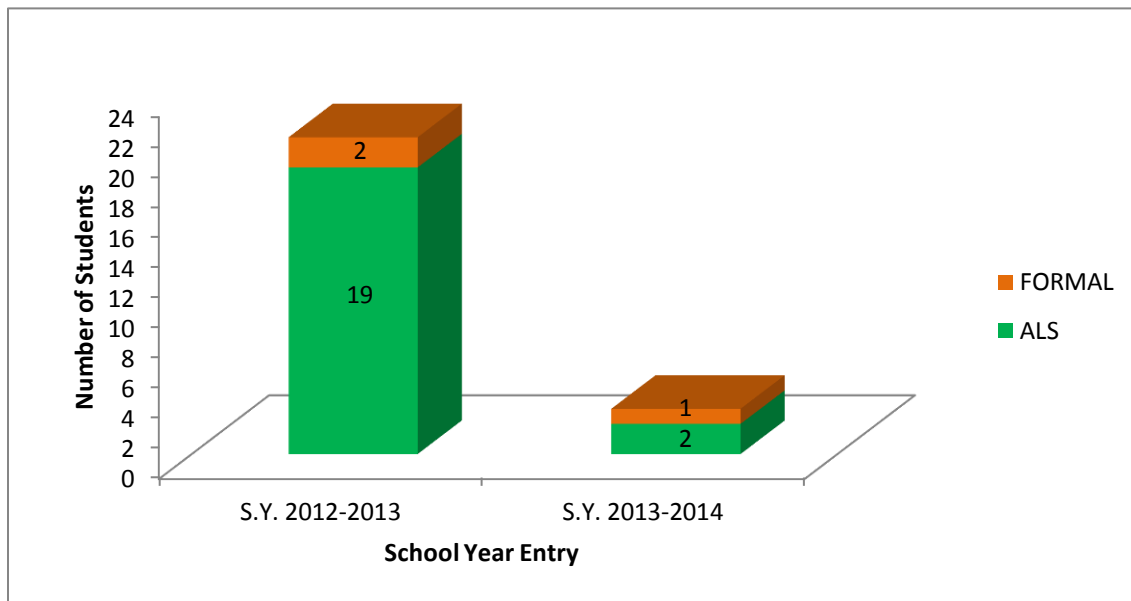


Figure 5. Demography of Students enrolled in Senior High School

Since there was still no awareness about Kto12, the program was offered to the passers of the Alternative Learning System (ALS). Scholarship was also offered to the students from different ALS Centers of nearby DepEd Divisions. As cited in the Senior High School Documentation report 2014 of APC, the students got interested and enrolled in the program mainly because of the scholarship program which was offered by APC. As a matter of fact, of the twenty-four (24) total enrollees who came into the program, twenty (20) were granted with the scholarship. They were comprised with eighteen (18) entrants from batch 2012 and two (2) from batch 2013 (Figure 5).

Initially, the scholarship was granted to cover matriculation and tuition fees only but was later extended to transportation and/or meal allowance for those who are in dire need. Parents were

expected to shoulder the allowance and clothing of their children. The scholarship was a collaborative grant between APC and its partner funding organization.

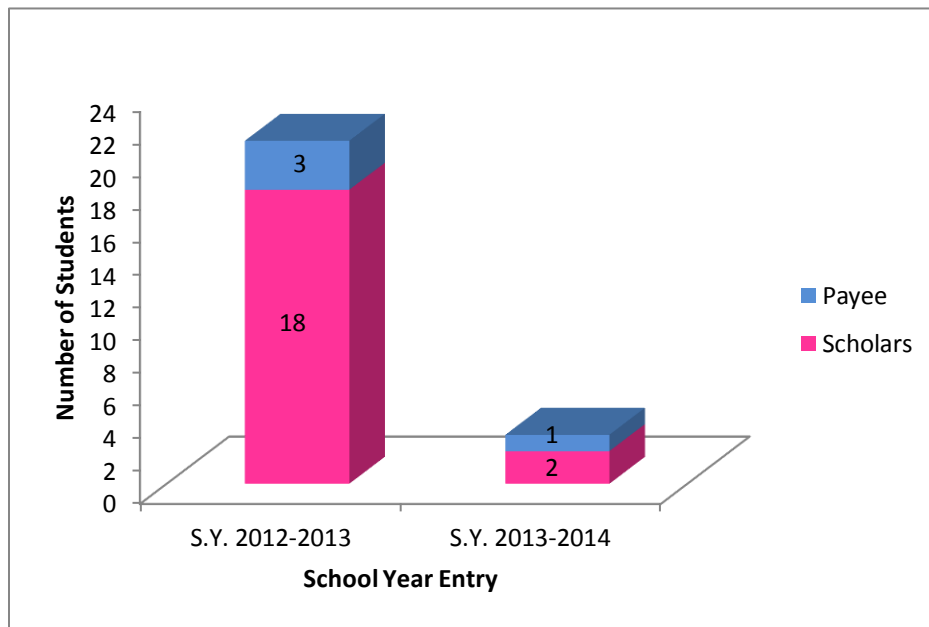


Figure 6. Number of Students Granted with Scholarship

Aside from the scholarship, the ten (10) Senior High School graduates attributed their success to their passion and determination to succeed through the guidance and tutelage they got from the Senior High School Program of APC. Jones (1999) in his study on transitioning students from alternative programs to high school cited that the interest and the passion of students in their studies are fundamental and one of the most important attributes to success. They were guided and mentored to become professionals in their future jobs by their teachers both from the higher education sector and by the industry professors. The family's support especially from the parents was valuable in sustaining their stay in the program despite the financial challenge. The graduates also attributed their fast hiring to exposures especially the internship. It is given during the last quarter of their stay

in the program which is just in time for work opportunities after graduation. It is in internship that students get familiar with the culture of work, polish and improve their skills especially in business process outsourcing. As cited, the Service Management Program (SMP) that was designed by IBPAP includes a 600-hour full internship which the students have to take before graduating from Senior High School. Designed by the industry itself, the SMP's competencies which significantly include internship contributes to factors that help students meet the required skills in the work industry.

Based on the performance feedback of the internship host companies (Table 4 and Appendix I), the graduates of APC Senior High School, have exhibited the required competencies that match to the required qualifications of the industry. This has answered the gap between the readiness of the graduates and the standards of the work industry as cited by IBPAP. Francisco and Parlade (2013) cited that right personal attributes, knowledge about the organization; the culture and the nature of work are relevant thus, team work, business and customer awareness are also required in the work industry.

The Fall-outs

Despite the financial aid, financial difficulty remained to be the prevailing cause of dropping out from the program. Eleven (11) of the thirteen (13) drop outs were ultimately affected by the financial difficulty that affects the whole family. Similar findings were cited in the study that was conducted by Albert, et al in 2012 on the "Profile of Out-of-School Children in the Philippines." In this case however, poverty was compounded with other causes such as early marriages, lack of family support and rearing of children. Furthermore, students who came from families of almost no

income tend to do any kind of work to help provide for their family's basic needs leaving their studies at risk. In some cases parents were the ones pushing their children to earn a living and help the family's basic needs instead of motivating them to finish their studies (Table 3).

Table 3. Factors that Led to Dropping-out from the Program

Factors	Number of Drop-outs
1. Financial difficulty, lack of family support and rearing of children	1
2. Financial difficulty and child-rearing	2
d3. Financial difficulty, pregnancy and single motherhood	2
4. Financial difficulty	2
5. Financial difficulty and lack of family support	2
6. Financial difficulty and early marriage	1
7. Financial difficulty and relocation to province	2
8. Relocation (went to the province)	1
<i>TOTAL NUMBER OF DROP-OUTS</i>	<i>13</i>

Perceptions and Feedback of the Graduates

The graduates believe that learning and skills they obtained from Senior High School Program are essential and would aid them in achieving a better life. In the survey, the seven (7) of the eight (8) who shows agreement on the "Essence of the Program" were the ones who opted for work. The scholarship that was granted to most of them became their initial step to move closer to achieving their dreams. It helped define the program as a way to prepare for a better life. The essence of the program (Figure 7) has become more realistic to the students as they learned the necessary work skills and adapt the culture of applying them in daily life.

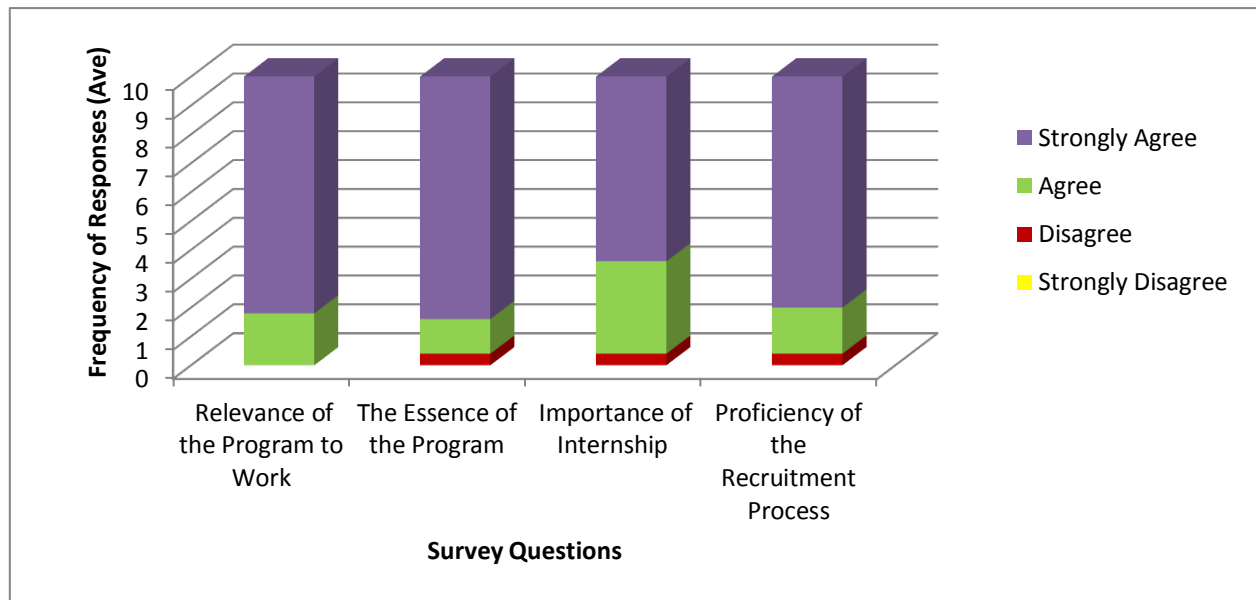


Figure 7. Perception and Feedback of Graduates on Senior High School Program

Grades 11 & 12 became their biggest leap forward towards more career opportunities in business process and outsourcing jobs. The preparation for the IT-BPM industry during the two years in Senior High School equipped and armed the students with skills and understanding of the work industry. From the point of view of the graduates, APC Senior High School has prepared them to meet the standards of industry making them proficient and competent at work.

Because of their success, the graduates believe (Figure 7) that Senior High School program is essential in opening more doors of work opportunities for high school graduates. Specifically, graduates find that understanding and learning Service Management Program (SMP) is relevant to the field of business outsourcing. The familiarization of the work culture and the business processes prompted them to be confident and best perform in the work place. The responses of the graduates demonstrate that there is a significant alignment of the proficiencies and competencies taught in the program to the standards of the work industry.

The responses of graduates in Figure 8 further illustrate that the Senior High School Program is essential and relevant in preparing for one's career plans. The majority and consistent affirmative response among the graduates signifies that the alignment of the program competencies to the standard of the work industry would produce high school graduates with employable skills. The disagreement from the very few graduates may be attributed to their plans of pursuing a college course instead of working after graduating Senior High School.

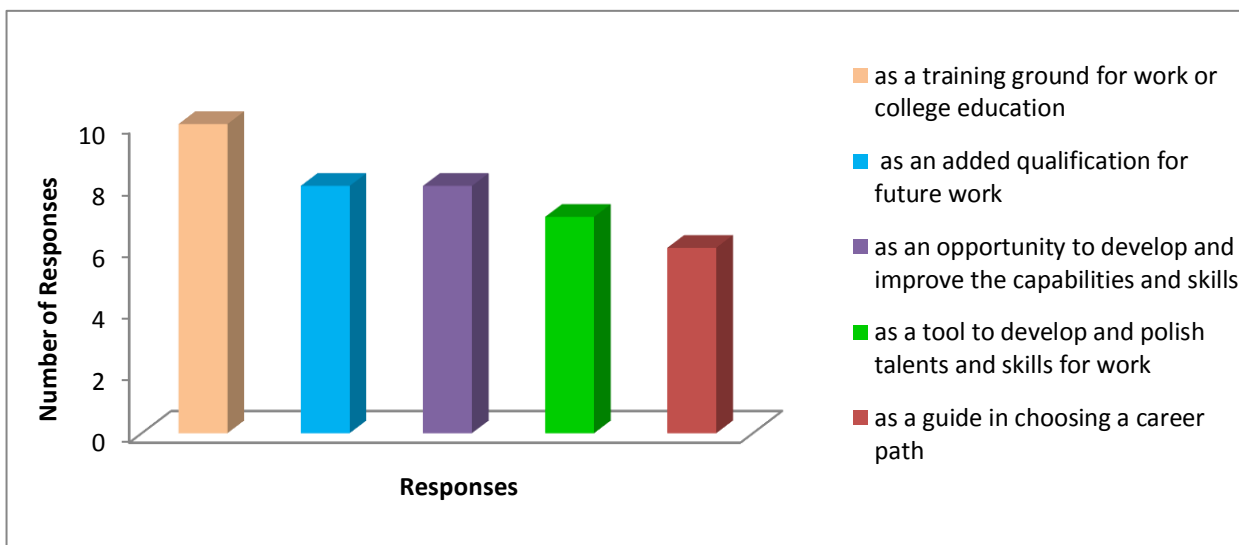


Figure 8. The Role of Senior High School in the Lives of the Graduates

In examining the possible role of the program in their lives as students, all graduates considered it as a training ground for both work and college and majority agreed that it is at the same time an opportunity to develop and improve their talents and skills for both work and higher education. Some also noted that the work experience that they gained through internship as a significant added qualification for work.

These roles define and support the relevance and the essence of the program to students' career plans. They appreciate how the program has specifically helped them in their current studies or career in a number of ways. This can be attributed to the design and the content of the program which started from regular classroom setting to internship stage. Most believe that it helps build their self-confidence and self-discipline in doing tasks at work or studies. It also helps them understand new tasks easier and better, rendering services to others as well as understanding and adapting to the culture of work in the IT-BPO industry or in a higher education institution. They are also able to communicate effectively with different types of clients and colleagues and thus finish their tasks on time.

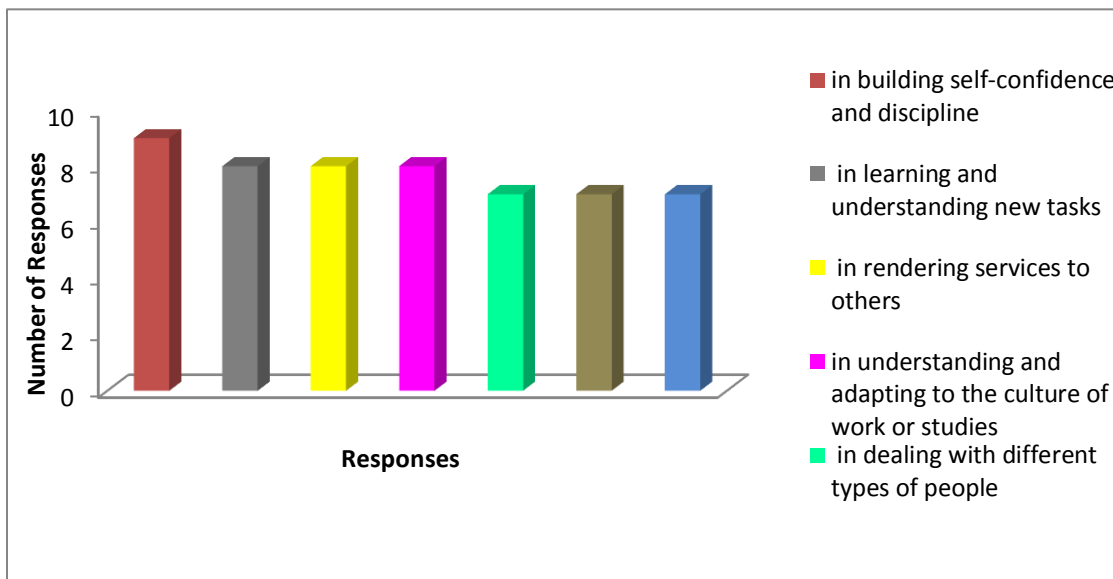


Figure 9. Ways on how Senior High School Program helps the Graduates at work or studies

The students' responses in Figure 9 demonstrate that the Senior High School Program has also aligned its learning competencies to the skills required in the work industry. As stated in the Literature Review, soft skills which include outstanding communications skills among talents are

highly required in the BPO Company. Graduates further affirmed the importance of significant prior knowledge and understanding of the work culture especially in IT-BPM industry.

Internship as an integral part of SMP immersed the students to the real world of work. The graduates appreciate it as the culmination of all the learnings they obtained from class and the perfect experience which tested their readiness to work. As interns, they worked in the company on a full-time basis for 600 hours. True to the students' experience, it served as a window of work opportunities. It polished their knowledge, work and people skills as well. Most importantly, some students got absorbed at the internship host company right after graduation. This is possible because most companies prefer to hire talents who have prior knowledge and training from them. It is also important to note that internship was also a pilot testing in the high school.

Perceptions and Feedback of the Industry Partners

Since not all of the graduates proceeded to work after graduation, the feedback of industry partners cited in this study were taken from the internship host companies. During internship, everyone gets a chance to be immersed in real work settings where they can apply, polish and improve their skills for work. The Industry Partners' feedbacks were categorized according to a) Work skills/Competencies; b) Work Performance; c) Interpersonal Skills; and d) Distinct Qualities of the Interns. The observed work performance and behavior that are common to all interns are summarized in the table below.

Table 4. Feedback of Industry Partners on the Senior High School Interns

Skills/ Competencies	Work performance	Interpersonal skills	Distinct Qualities
Eagerness to learn new things at work	Accomplish tasks with minimum supervision	Relate well with superiors and colleagues	Enthusiasm and eagerness to learn and do things
Reliability and efficiency in completing a task	Complete tasks on time	Deal well with the clients	Responsibility, hard work and proficiency
Understanding and familiarity to the IT-BPO work processes	Do things accurately well	Demonstrates professional ethics in the work place	Adaptability in the work place

Industry partners stressed the importance of the alignment of the academic programs to the expectations of work. Understanding and familiarity to BPO work were observed in the interns of Senior High School. It was stressed that it is important for the graduates to accomplish tasks well with ease and confidence. The industry further emphasizes the advantage of students who had gone to internship before finding themselves in the real world of work. A high school graduate with good technical, soft and management skills can definitely be hired as regular employees of a company.

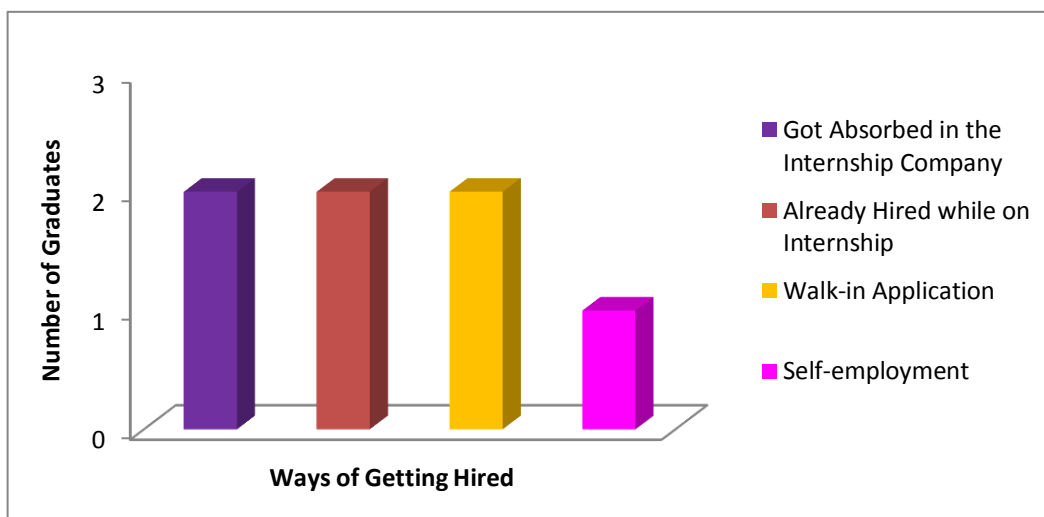


Figure 10. Senior High School Students' Ways of Getting a Job

In fact two (2) of the seven (7) graduates who proceeded to work got absorbed as employee right after the internship. Another two (2) from the seven (7) were already under hired status while still on internship. The two (2) others were hired after three months later at most. Graduates who are now working continue to appreciate the Service Management Program and the Senior High School Program which laid the foundation and the path to their career life.

Perceptions and Feedback of the Administrators

Based on the observation and outcome of the program, the program administrators share their insights about the Senior High School Program pilot implementation (Table 5).

Table 5. Feedback of Program Administrators

Topic	Feedback
Students' Need of Financial Aid	Essential for majority of the students; became a decisive factor for many especially for students coming from the ALS
Relevance of Program to Work	The integration of Service Management Program was made to realize the goal of the program; it aligns the competencies of students to the expectations and requirement of the work industry
Academe-Industry Ties	Partnership with industries facilitates the work immersion and job placement of students; opens more doors of career opportunities
Importance of Internship	Significant duration of work immersion in the industry is essential in students' preparation for work; it paves the way to work opportunities; it defines one's career plans

As cited in the IRR of RA 10533 (2013), commerce and industries are part of the stakeholders of the Senior High School implementation, as partners in students' work exposures and

immersions. In line with this, APC has established strong relationship with the industry to provide work opportunities for its students. It is also through this venture that the institution sees the importance of aligning the students' skills and values to the standards of the work industry. Students' early exposure to the nature and environment of work are one of the many ways of the performance and output-based learning instruction at APC. Exposures and immersions to work such as site visits and significant duration of internship help Senior High School students to fully understand and appreciate the culture of work. Internship is both designed by the school and industry where both meet and test the preparedness of their talents for the work industry.

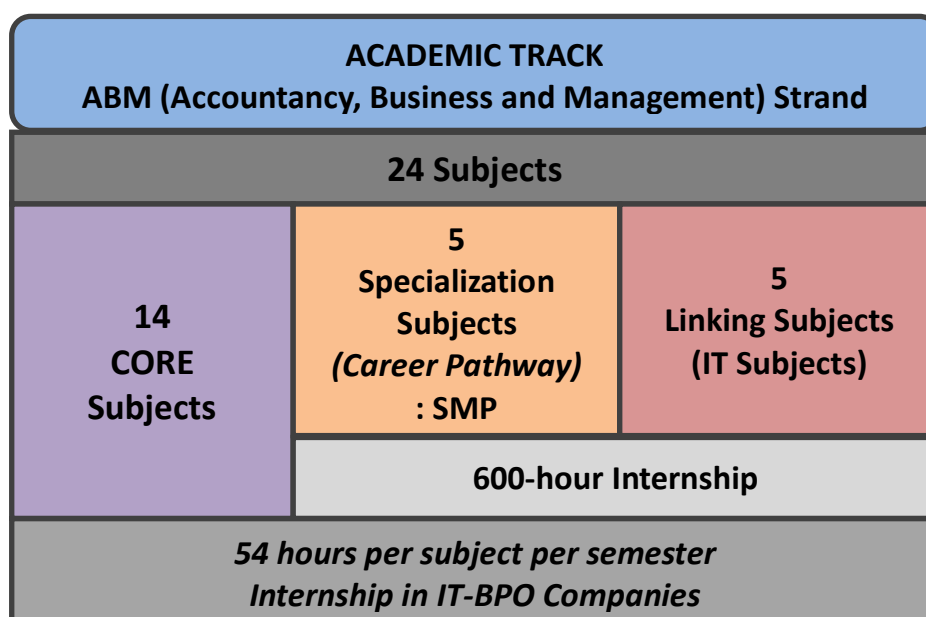


Figure 11. APC Senior High School Curriculum, 2012

At APC Senior High School, students were taught and trained with the concepts and skills relevant to work through the Service Management Program (SMP). SMP was offered as a career linking pathway under the Accountancy, Business and Management (ABM) Strand of the Academic

Track (Figure 11). IT subjects are college subjects as well which believed to have prepared students for both work and college education. The 600-hour internship culminates the learning of the students in the classroom into real-life work settings in a BPO company where an intern is expected to perform according to the work standards of business process outsourcing.

Triangulation

The graduates, program administrators and industry partners agreed that the inclusion of work immersion, such as internship in Senior High School learning competencies truly equips students with the necessary skills for work. It further lays down the path to more career opportunities while increasing one's edge to get hired in an industry such as BPO Companies. It was realized that the students' competencies and preparedness should match the requirements of the work industry.

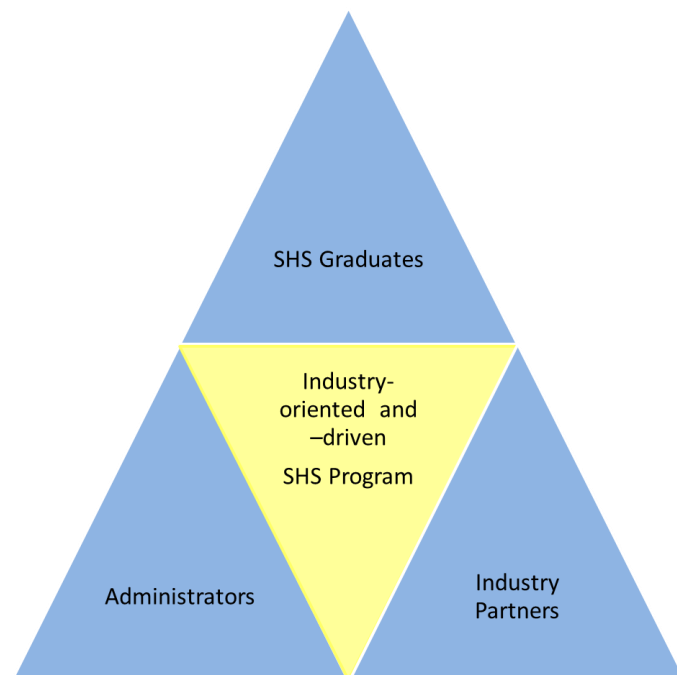


Figure 12. The Point of Agreement between Students, Administrators and Industry Partners

Moreover, the alignment of the curriculum to the work industry's requirements and standard is the key factor to produce high school graduates who are qualified to get hired in a company. Francisco and Parlade (2013) in their preliminary study on Corporate Service Segment highlighted the missing link between the graduates' work skills to the required skills especially in IT-BPO Company. It is noticeable that graduates from universities and colleges often possess the traditional and conceptual knowledge but lack the essential employable skills such as communication skills, numeracy and IT as these are required at work. Critical evaluation and logical reasoning are equally important in delivering task. Right personal attributes, knowledge about the organization are required. These skills and attributes can be possibly learned and acquired as early as in high school if both the academe and the industry are meeting halfway in preparing potential talents for work.

The alignment in the Senior High School Program at APC was made through the integration of Service Management Program (SMP) into the curriculum. Through this integration, the graduates finished the program are already armed, equipped and qualified for work. SMP was designed by work industries and formulated to meet the skills required in IT-BPO Company (CMO 34 s.2012).

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This study attempts to evaluate the pilot implementation of Asia Pacific College (APC) Senior High School Program based on the turnout of graduates. The factors contributing to the success and the failure of students were also identified. The perception of the students, partner industries and the program administrators were determined and considered as first-hand assessment of the program. The study utilized the whole Senior High School population of APC, S.Y.s 2012-2015. The objectives were achieved through the data obtained from survey questionnaires, interviews and secondary data. Analysis and discussions were made using descriptive statistics and narratives.

It was noted that Asia Pacific College integrated Service Management Program (SMP) into the Senior High School Curriculum to prepare students for work after 2 years. SMP was designed by IT-BPO industry and is a specialization course in IT and Business course under CHED. The data gathered in this study showed that:

1. Of the total 24 pilot students ten (10) already graduated, thirteen (13) dropped out and one (1) re-enrolled after dropping out from the program. Seven (7) of the 10 graduates opted to work and three (3) pursued a college course.
2. Dropping out from the program is mainly due to financial difficulty which was further compounded by personal and other socio-cultural factors. Compounding factors include early marriage, teenage pregnancy, lack of interest and family support.

3. The graduates attributed their success to a number of factors. First, the scholarship which opened the door of opportunity to study and prepared them for work after two years in the Senior High School Program. Second, the family's undying support to their passion and determination to finish their study despite the financial challenges. Third, the guidance and tutelage of teachers as well as the program administrators. Lastly, the career opportunities in the IT-BPO industry sustained their motivation to graduate from the program and get hired after graduation.
4. The students find Senior High School essential in equipping oneself with real world skills especially those necessary for work.
5. The students appreciate the program's relevance in preparing them for both work and college education.
6. The students find internship as the best way to test and polish their skills and enhance their other potentials at work.
6. The industry affirmed the readiness and preparedness of graduates for IT-BPO work stressing the importance of making the students know and understand the nature and culture of work as early as in Grade 11. The integration of Service Management Program (SMP) into the curriculum greatly helped in aligning the students' competencies to the standard of the IT-BPM industry.
7. The administrators believe that the alignment of the learning competencies in the program to the standards and requirements of work industry is vital in delivering the content to the students, thus the Senior High School curriculum should also be industry-oriented and driven aside from its being naturally academic.

8. The triangulation showed that the respondents (students, industry and administrators) all agreed on the significance of integrating industry skills in the curriculum and that the academe should align the students' competencies to the demand of the work standards.

Conclusion

Based on the study conducted, the Senior High School Program implemented in APC was successful. The results of this study answers the question on whether the additional two (2) years in the Kto12 Program can really alleviate the lack of work competencies of high school graduates.

The Senior High School Program is a good venue to indeed prepare students for work after two (2) years. The success of APC Senior High School demonstrates that the program is a training ground for students who would either continue college or opt work. There are however some critical factors that must be present to ensure that the career goals and opportunities will be met. First: the motivation and aspiration of the students and the support of their family. Second: a scholarship or financial aid that is available for the deserving students. Third: strong academe-industry partnerships. Fourth: alignment of the curriculum to the standards of industry. And last: the integration of real work immersion such as internship, in the Senior High School curriculum. These factors are relevant in preparing students as potential talents for the work force. An industry-driven and career-oriented program implementation is the key to achieve career plans and opportunities in the future.

Recommendation

The research conducted was done to determine the success of the early implementation of Senior High School at APC. Based on the study made, the following recommendations should be done:

1. Financial support should be extended by the companies and government to support the students' needs;
2. Curriculum alignment to the industry;
3. An evaluation of the curriculum to assess the relevance of the program; and
4. Further study on the academe-industry ties vis-à-vis work immersion and job placement for Senior High School graduates

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APPENDICES

Appendix A. Acronyms

AEC – ASEAN Economic Community

APC – Asia Pacific College

ASEAN Association of Southeast East Asian Nations

ABM (Strand) – Accountancy, Business and Management

CHED – Commission on Higher Education

CMO – CHED Memorandum Order

DepEd – Department of Education

HUMSS (Strand) – Humanities and Social Sciences

IT-BPM - Information Technology-Business Process Management

IT-BPO – Information Technology-Business Process Outsourcing

IBPAP – Information Technology Business Process Association of the Philippines

IRR - Implementing Rules and Regulations

PSA - Philippine Statistics Authority

RA (10533) – Republic Act

RBEC – Revised Basic Education Curriculum

SHS – Senior High School

SMP – Service Management Program

STEM (Strand) – Science, Technology, Engineering and Mathematics

TESDA - Technical Education and Skills Development Authority

Appendix B. List of Senior High School Modelling Schools, 2012 (DepEd 2014)

	Name of School	Region	Division
1.	Bukig National Agricultural and Technical School	Region II	Cagayan
2.	Angeles City National Trade School	Region III	Pampanga
3.	Balagtas National Agricultural High School		Bulacan
4.	Bataan School of Fisheries		Pampanga
5.	Pinagtongulan National High School		Batangas
6.	San Pedro Relocation Center National High School		Laguna
7.	Sangle Point High School		Cavite
8.	Ateneo de Naga University	Region V	Naga City
9.	Bacolod City National High School	Region VI	Bacolod City
10.	Dona Montserrat Lopez Memorial School		Silay City
11.	Negros Occidental National High School		Negros Occidental
12.	Subangdaku Technical Vocational High School		Mandaue City
13.	Sum-ag National High School		Negros Occidental
14.	Merida Vocational School	Region VIII	Leyte
15.	Palo National High School		Leyte
16.	Bukidnon National High School	Region X	Bukidnon
17.	Iligan City School of Fisheries		Iligan City
18.	Opol National School for Arts and Trades		Bukidnon
19.	Rogongon Agricultural High School		Bukidnon
20.	Tagum National Trade School	Region XI	Tagum City
21.	Notre Dame National High School	Region XII	Cotabato
22.	Davao Doctor's College	Region XI	Davao City
23.	Philippine Women's College of Davao City		Davao City
24.	ADM Consortium – Asia Pacific College	NCR	Makati
25.	ADM Consortium – Don Bosco Schools and TVET Center		Makati, Manila, Mandaluyong
26.	ADM Consortium – Manila Times College		Manila
27.	Don Alejandro E. Roces Science and Technology High School		Quezon City
28.	Manila Central University		Caloocan
29.	Rizal Experimental Station and Pilot School for Cottage Industries		Pasig
30.	University of Makati		Makati

Appendix C. Letter Approval from APC

10 March 2015

Josephine de la Cuesta
Executive Director
Institutional Services
Asia Pacific College

Dear Dir. De la Cuesta,

I am now finishing my research paper on "APC Senior High School Program Pilot Implementation, S.Y.s 2012-2015", under the Master's Program of Science Education at Philippine Normal University. Feedback and perceptions coming from the students, administrators and partner industries would qualify the purpose and the validity of my research.

As part of the research process I would be doing some interviews and surveys to the pilot students, program administrators and the industry partners especially the internship host companies. To complete the necessary data, I would also need some relevant information available on APC Senior High School file such as the students' profile and the written performance feedback of the internship companies. These shall become part of the secondary data of my study.

Thus, I would like to request your official permission to allow me feature the APC Senior High School Program, S.Y.s 2012-2015 as the subject of my paper and use some of the relevant secondary data for referencing purposes.

Rest assured that all information would be treated with utmost confidentiality and care.

Hoping for your kind approval. Thank you very much!

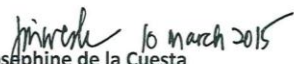
Sincerely,


Ryan Joy F. Juanico
APC Senior High School
Program Coordinator

Remarks:

REITERATING THE NEED TO
KEEP ALL CONFIDENTIAL INFORMATION
DESTRUCTED AND PLEASE FURNISH
APC WITH A COPY OF THE PAPER
(FOR REVIEW) PRIOR TO FINALIZATION
AND SUBMISSION TO PNU

Approved:

 10 March 2015
Josephine de la Cuesta
Institutional Services
Asia Pacific College
3 Humabon Place, Magallanes
Makati City

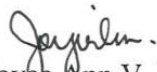
Appendix D. Proofreading Certification

CERTIFICATION

This is to certify that I have examined this copy of a masteral thesis entitled “*An Assessment of the Senior High School Program’s Early Implementation (2012 – 2015) in Asia Pacific College: A Basis for Lifelong Career Opportunities Program*” by

Ryan Joy F. Juanico

and have found that it is satisfactory in terms of grammar and sentence structure.



Joyce Ann V. Umali

Editor-in-Chief, Asia Pacific College

02 June 2015

JOYCE ANN VALENZUELA UMALI

Master of Development Communication
University of the Philippines
Address: 202 Bandung Bldg. Raya Garden Condominiums,
Merville, Paranaque City, Philippines
E-mail Address: umali_ja@yahoo.com
Contact No.: +639164865159



Work Experiences:

Asia Pacific College (July 2013 – present)

- **English Instructor** – teaches English and Humanities subjects such as Grammar, Composition and World Literature to College students
- **Publications Director / Editor-in-Chief** – oversees the overall operations of the Publication Unit
 - serves as the Editor-in-Chief (EIC) of all the publications of Asia Pacific College (Journals, Magazines and School Newsletter)
 - maintains corporate communications materials
 - maintains the content of Asia Pacific College's website
 - provides content for marketing collaterals and advertisements

ABS-CBN Broadcasting Corporation (March 2010 – June 2013)

- **Editor** - edited detailed stories and shot descriptions of all incoming raw news materials turned over by ABS-CBN and its subsidiaries
 - provided pertinent metadata for each news material by encoding these at a centralized database
 - previewed raw materials and verified metadata provided for each catalog
 - served as a team leader who trained and mentored news catalog writers

Directories Philippines Corporation (September 2009 – March 2010)

- **Account Executive** – initiated new calls to generate interest with prospective customers and close sales through the phone
 - Assessed prospects' advertising needs and design advertising programs
 - Performed searches leading to potential sales

ABS-CBN Broadcasting Corporation (July 2008 – June 2009)

- Wrote detailed news story and shot descriptions and specified time codes from the news deep archives division
- Served in building the database in news archives catalog system

Southern Tagalog Agriculture and Resources Research and Development Consortium (STARRDEC)
(April 25- May 25, 2007)

On-the-Job Trainee

- Wrote feature and news articles published on the STARRDEC Bulletin
- Wrote and produced radio feature, radio news, radio plugs
- Produced a video documentation of the best practices of the Magsasaka Siyentista (farmer scientist) with an additional brochure to support the video

Summary of Qualifications

- Excellent oral and written communication skills
- Good interpersonal and organizational communication skills
- Competent teaching and training skills
- Proficient in scriptwriting and production of radio news, features and plugs
- Adept in MS Office and Electronic Mail
- Skilled on technical writing and editing
- Competent communication research skills
- Took up several education, management, marketing, and economics courses as technical electives
- Works well as a team player and has leadership skill at the same time

Education

Graduate School

University of the Philippines Open University (2010-2013)
Master of Development Communication

College

University of the Philippines Los Baños (2004-2008)
BS Development Communication

Secondary

Batangas Eastern Academy (2000-2004)
San Juan, Batangas

Seminars and Workshops attended:

- USAID STRIDE Training on Writing an Effective Journal Paper, December 2014
- Editing Skills Workshop at ABS-CBN, February 2012
- “Simplifying Science for the Laymen” by Duncan Macintosh from the International Rice Research Institute (IRRI), August 2007
- “Side Trip sa Elbi ni Howie Severino” (a workshop on documentary writing and production) - January 2007
- “Excuse Me Po!” Understanding Media Ethics in Investigative Journalism ” by Mike Enriquez, August 200

Appendix E. Profile Survey Questionnaire

Student Respondent's Profile Questionnaire

Please affix check (✓) mark in the box and fill in the blanks with the required information.

1. Personal Background:

A. Name : _____ Age : _____

B. Sex: Male ☐ Female ☐

C. Civil Status: Single ☐ Single Parent ☐ Married ☐
 Separated ☐ Widow ☐

2. Date Enrolled in APC Senior High School: _____

3. Status in APC Senior High School:

A. Currently Enrolled ☐ Grade Level: _____
 If Intern, name of Company: _____

B. Graduated ☐ Date of Graduation: _____
 Internship Company: _____

Job after Graduation (Position/title): _____
Name of Employer/Company: _____
Status of Employment: _____

C. Dropped ☐ Duration of Stay in the Program: _____
Reason/s of Dropping-Out (you can check more than once):

Financial: ☐
Family problems: ☐
Peer pressure: ☐
Early marriage/teenage pregnancy: ☐
Lack of interest: ☐

4. Family Background:

A. Guardian:

☐ Father	Occupation: _____
☐ Mother	Occupation: _____
☐ Others, please specify _____	Occupation: _____

Appendix

F. Questionnaire for Students' Feedback

Dear Respondent,

The purpose of this questionnaire is to determine how Senior High School Program helped attain your career plans. The proponent asks your candid and honest responses. Rest assured that all answers will be treated with utmost confidentiality.

Using the scale below, encircle the number that best describes your experience in the program.

	4 = Strongly Agree	3 = Agree	2 = Disagree	1 = Strongly Disagree
QUESTIONS	RATING			
1. APC oriented us about the program and its purpose	4	3	2	1
2. The program has opened greater opportunities for me to excel in life	4	3	2	1
3. The internship led me to my work destination or choice of college degree	4	3	2	1
4. The program equipped me with the skills necessary and required in the work industry	4	3	2	1
5. Students with financial difficulty were granted with a scholarship for tuition and allowance	4	3	2	1
6. The internship gave us enough time to practice and polish our skills in IT-BPO work	4	3	2	1
7. I understand the concept of work through the sample scenarios used in all subject areas	4	3	2	1
8. The program showed us many work opportunities in IT-BPO industry	4	3	2	1
9. The APC Senior High School is open to all interested high school graduates both from formal and Alternative Learning System (ALS)	4	3	2	1
10. I find all the subjects in Senior High School relevant to both college and work	4	3	2	1
11. My host company guided and supported me during my internship	4	3	2	1
12. The program oriented me with the real world of work	4	3	2	1
13. I learned about the APC Senior High School Program through its Admissions Team and/or career orientation through school visits	4	3	2	1
14. The program helped define my future career plans	4	3	2	1
15. The internship helped define my career path	4	3	2	1
16. The program orientation enlightened and motivated me to enroll in the program	4	3	2	1
17. The program also trained the students with the work values in the industry	4	3	2	1
18. The program has prepared me for both college and work	4	3	2	1
19. The internship brought out more work potentials in me	4	3	2	1
20. The knowledge and learning I obtained from the program are very helpful and important in my work or studies at the present	4	3	2	1

Kindly indicate your answer by checking the items that best describe your answer the questions.

1. What is the important role of the Senior High School in your college or career life?

- ☐ A training ground for work or college life
- ☐ A guide or mentor in choosing my career path
- ☐ A tool to develop and polish my talents and skills for work
- ☐ An addition to my qualifications for future work
- ☐ An opportunity to develop and improve my capabilities and skills for work or further studies
- ☐ Other _____

2. In what different ways has Senior High School helped you in your present work or studies?

- ☐ In dealing with different types of clients/colleagues
- ☐ In communicating with clients and colleagues more effectively
- ☐ In completing my tasks on time
- ☐ In learning and understanding new tasks
- ☐ In rendering services to others
- ☐ In building self-confidence and discipline at work or studies
- ☐ In understanding and adapting to the culture of work in an institution or industry
- ☐ Others _____

Appendix G. Experts' Validated Questionnaires

Dear Sir/Madam:

Please evaluate the quality of the questionnaire (attached) based on the characteristics of a good questionnaire. Encircle the corresponding rating as follows:

3 = Good

2 = Needs Improvement

1 = poor

CRITERIA	RATING		
1. Clarity and answer ability of the questions	3	2	1
2. Relevance of the questions to the study objectives	3	2	1
3. Objectivity of the questions	3	2	1
4. Specificity and precision of the questions	3	2	1
5. Length of the questionnaire	3	2	1
6. Face validity	3	2	1
7. The order and arrangement of the questions	3	2	1
8. Choice and use of words	3	2	1
9. Appearance of the questionnaire	3	2	1
10. Question format	3	2	1

Name of Expert: ROCHELLE R. DE GUZMAN

Occupation: _____

Company/Position: ASIA PACIFIC COUNCIL - DEPUTY DEPUTY MGMT. REPRESENTATIVE

Date: MARCH 10, 2015

Dear Expert,

This instrument aims to validate the foregoing questions as they try to determine how the Senior High School Program in its pilot years helped students prepare for their career plans after graduation. Please check (✓) the items as to:

3 = Retain

2 = Needs Improvement

1 = Delete

QUESTIONS	Retain	Needs Improvement	Delete
	3	2	1
1. APC oriented and briefed us about the program and its purpose	✓		
2. The program has opened greater opportunities for me to excel in life	✓		
3. The internship led me to my work destination or choice of college degree	✓		
4. The program equipped me with the skills necessary and required in the work industry	✓		
5. Students who have financial difficulty were granted with a scholarship for tuition and allowance		✓	
6. The internship allowed us to practice and polish our skills for IT-BPO work		✓	
7. I understand the concept of work through the sample scenarios used in all subject areas	✓		
8. The program showed us the many work opportunities especially in the IT-BPO industry		✓	
9. The APC Senior High School was open to all interested high school graduates both from formal and Alternative Learning System (ALS)	✓		
10. I find all the subjects in Senior High School relevant to both college and work	✓		
11. My host company guided and supported me during my internship	✓		
12. The program oriented me with the real world of the work industry	✓		
13. I learned the APC Senior High School Program through its Admissions Team and/or career orientation through school visits	✓		
14. The program helped me define my future career plans	✓		
15. The internship has helped me define my career path	✓		
16. The Senior High School orientation enlightened and motivated me to enrol in the program	✓		
17. The program also trained the students with the work values in the industry	✓		
18. The program has prepared me for both college and work	✓		
19. The internship brought out more work potentials in me	✓		
20. The knowledge and learning I obtained from the program are very helpful and important in my work or studies at the present	✓		

Dear Sir/Madam:

Please evaluate the quality of the questionnaire (attached) based on the characteristics of a good questionnaire. Encircle the corresponding rating as follows:

3 = Good

2 = Needs Improvement

1 = poor

CRITERIA	RATING		
1. Clarity and answer ability of the questions	(3)	2	1
2. Relevance of the questions to the study objectives	(3)	2	1
3. Objectivity of the questions	(3)	2	1
4. Specificity and precision of the questions	3	(2)	1
5. Length of the questionnaire	(3)	2	1
6. Face validity	(3)	2	1
7. The order and arrangement of the questions	(3)	2	1
8. Choice and use of words	(3)	2	1
9. Appearance of the questionnaire	3	(2)	1
10. Question format	(3)	2	1

Name of Expert: ADELINA P. CALUB

Occupation: _____

Company/Position: ASIA PACIFIC COLLEGE / TRAINING & DEVELOPMENT MANAGER

Date: MARCH 10, 2015

Dear Expert,

This instrument aims to validate the foregoing questions as they try to determine how the Senior High School Program in its pilot years helped students prepare for their career plans after graduation. Please check (✓) the items as to:

3 = Retain

2 = Needs Improvement

1 = Delete

QUESTIONS	Retain	Needs Improvement	Delete
	3	2	1
1. APC oriented and briefed us about the program and its purpose		✓	
2. The program has opened greater opportunities for me to excel in life	✓		
3. The internship led me to my work destination or choice of college degree	✓		
4. The program equipped me with the skills necessary and required in the work industry	✓		
5. Students who have financial difficulty were granted with a scholarship for tuition and allowance	✓		
6. The internship allowed us to practice and polish our skills for IT-BPO work	✓		
7. I understand the concept of work through the sample scenarios used in all subject areas		✓	
8. The program showed us the many work opportunities especially in the IT-BPO industry		✓	
9. The APC Senior High School was open to all interested high school graduates both from formal and Alternative Learning System (ALS)		✓	
10. I find all the subjects in Senior High School relevant to both college and work	✓		
11. My host company guided and supported me during my internship	✓		
12. The program oriented me with the real world of the work industry		✓	
13. I learned the APC Senior High School Program through its Admissions Team and/or career orientation through school visits		✓	
14. The program helped me define my future career plans	✓		
15. The internship has helped me define my career path		✓	
16. The Senior High School orientation enlightened and motivated me to enrol in the program	✓		
17. The program also trained the students with the work values in the industry		✓	
18. The program has prepared me for both college and work	✓		
19. The internship brought out more work potentials in me	✓		
20. The knowledge and learning I obtained from the program are very helpful and important in my work or studies at the present	✓		

Dear Sir/Madam:

Please evaluate the quality of the questionnaire (attached) based on the characteristics of a good questionnaire. Encircle the corresponding rating as follows:

3 = Good

2 = Needs Improvement

1 = poor

CRITERIA	RATING		
	3	2	1
1. Clarity and answer ability of the questions	3	2	1
2. Relevance of the questions to the study objectives	3	2	1
3. Objectivity of the questions	3	2	1
4. Specificity and precision of the questions	3	2	1
5. Length of the questionnaire	3	2	1
6. Face validity	3	2	1
7. The order and arrangement of the questions	3	2	1
8. Choice and use of words	3	2	1
9. Appearance of the questionnaire	3	2	1
10. Question format	3	2	1

Name of Expert: Donn David P. Ramos, Ph.D. cand.

Occupation: Consultant / Researcher

Company/Position: Asia Pacific College / Asian Institute of Management

Date: 10 March 2015

Dear Expert,

This instrument aims to validate the foregoing questions as they try to determine how the Senior High School Program in its pilot years helped students prepare for their career plans after graduation. Please check (✓) the items as to:

3 = Retain

2 = Needs Improvement

1 = Delete

QUESTIONS	Retain	Needs Improvement	Delete
	3	2	1
1. APC oriented and briefed us about the program and its purpose	✓		
2. The program has opened greater opportunities for me to excel in life		✓	
3. The internship led me to my work destination or choice of college degree	✓		
4. The program equipped me with the skills necessary and required in the work industry	✓		
5. Students who have financial difficulty were granted with a scholarship for tuition and allowance	✓		
6. The internship allowed us to practice and polish our skills for IT-BPO work	✓		
7. I understand the concept of work through the sample scenarios used in all subject areas	✓		
8. The program showed us the many work opportunities especially in the IT-BPO industry	✓		
9. The APC Senior High School was open to all interested high school graduates both from formal and Alternative Learning System (ALS)	✓		
10. I find all the subjects in Senior High School relevant to both college and work		✓	
11. My host company guided and supported me during my internship	✓		
12. The program oriented me with the real world of the work industry		✓	
13. I learned the APC Senior High School Program through its Admissions Team and/or career orientation through school visits	✓		
14. The program helped me define my future career plans	✓		
15. The internship has helped me define my career path	✓		
16. The Senior High School orientation enlightened and motivated me to enrol in the program		✓	
17. The program also trained the students with the work values in the industry	✓		
18. The program has prepared me for both college and work		✓	
19. The internship brought out more work potentials in me	✓		
20. The knowledge and learning I obtained from the program are very helpful and important in my work or studies at the present	✓		

Appendix H. Field Tested Questionnaire

Student Respondent's Profile Questionnaire

Please affix check (✓) mark in the box and fill in the blanks with the required information.

1. Personal Background:

A. Name : Al Quilici Age : 16

B. Sex: Male ☒ Female ☐

C. Civil Status: Single ☒ Single Parent ☐ Married ☐
Separated ☐ Widow ☐

2. Date Enrolled in APC Senior High School: June, 2014

3. Status in APC Senior High School:

A. Currently Enrolled ☒ Grade Level: Grade 11
If Intern, name of Company: _____

B. Graduated ☐ Date of Graduation: _____
Internship Company: _____

Job after Graduation (Position/title): _____
Name of Employer/Company: _____
Status of Employment: _____

C. Dropped ☐ Duration of Stay in the Program: _____
Reason/s of Dropping-Out (you can check more than once):

Financial: ☐
Family problems: ☐
Peer pressure: ☐
Early marriage/teenage pregnancy: ☐
Lack of interest: ☐

4. Family Background:

A. Guardian:

☒ Father Occupation: Marketing Manager
☒ Mother Occupation: Housewife
☐ Others, please specify _____ Occupation: _____

Dear Respondent,

The purpose of this questionnaire is to determine how the Senior High School Program helped attain plans and career opportunities after graduating from the program. The proponent asks your candid and honest responses. Rest assured that all answers will be treated with utmost confidentiality.

Using the scale below, encircle the number that best describes your experience in the program.

4= Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

QUESTIONS	RATING			
1. APC oriented and briefed us about the program and its purpose for us	(4)	3	2	1
2. The program has opened greater opportunities for me to excel in life	(4)	3	2	1
3. The internship led me to my work destination or choice of college degree	(4)	3	2	1
4. The program equipped me with the skills necessary and required in the work industry	4	(3)	2	1
5. Students who have financial difficulty were granted with a scholarship for tuition and allowance	(4)	3	2	1
6. The internship allowed us to practice and polish our skills for IT-BPO work	4	(3)	2	1
7. I understand the concept of work through the sample scenarios used in all subject areas	4	(3)	2	1
8. The program showed us the many work opportunities especially in the IT-BPO industry	(4)	3	2	1
9. The APC Senior High School was open to all interested high school graduates both from formal and Alternative Learning System (ALS)	(4)	3	2	1
10. I find all the subjects in Senior High School relevant to both college and work	4	(3)	2	1
11. My host company guided and supported me during my internship	4	3	2	(1)
12. The program oriented me with the real world of the work industry	(4)	3	2	1
13. I learned the APC Senior High School Program through its Admissions Team and/or career orientation through school visits	4	3	2	(1)
14. The program helped me define my future career plans	(4)	3	2	1
15. The internship has helped me define my career path	(4)	3	2	1
16. The Senior High School orientation enlightened and motivated me to enrol in the program	4	(3)	2	1
17. The program also trained the students with the work values in the industry	4	(3)	2	1
18. The program has prepared me for both college and work	4	(3)	2	1
19. The internship brought out more work potentials in me	4	3	2	(1)
20. The knowledge and learning I obtained from the program are very helpful and important in my work or studies at the present	4	3	(2)	1

Kindly write your answers to the following questions on the blanks.

1. What is the important role of the Senior High School in your college or career life?

I believe that Senior High School has a very significant role in my life. Because it helped me to be more prepared on whatever path that I will take. It helped me to be more equipped when I'm in the real world already thus making me more competent than other students.

2. In what different ways has Senior High School helped you in your present work or studies?

Their subjects is very relevant to what we will be facing out there. They taught to become a more responsible and optimistic person. They strongly implement the rules for us to be a better person in the future.

Student Respondent's Profile Questionnaire

Please affix check (✓) mark in the box and fill in the blanks with the required information.

1. Personal Background:

A. Name : Virnel Louise P. De Guzman Age : 17

B. Sex: Male ☐ Female ☒

C. Civil Status: Single ☒ Single Parent ☐ Married ☐
Separated ☐ Widow ☐

2. Date Enrolled in APC Senior High School: June 2014

3. Status in APC Senior High School:

A. Currently Enrolled ☒ Grade Level: 11

If Intern, name of Company: _____

B. Graduated ☐

Date of Graduation: _____

Internship Company: _____

Job after Graduation (Position/title): _____

Name of Employer/Company: _____

Status of Employment: _____

C. Dropped ☐

Duration of Stay in the Program: _____

Reason/s of Dropping-Out (you can check more than once):

Financial: ☐

Family problems: ☐

Peer pressure: ☐

Early marriage/teenage pregnancy: ☐

Lack of interest: ☐

4. Family Background:

A. Guardian:

☒ Father

☒ Mother

☐ Others, please specify _____

Occupation: Philippine Naval Officer

Occupation: Housewife

Occupation: _____

Dear Respondent,

The purpose of this questionnaire is to determine how the Senior High School Program helped attain plans and career opportunities after graduating from the program. The proponent asks your candid and honest responses. Rest assured that all answers will be treated with utmost confidentiality.

Using the scale below, encircle the number that best describes your experience in the program.

4= Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

QUESTIONS	RATING			
	4	3	2	1
1. APC oriented and briefed us about the program and its purpose for us	(4)	3	2	1
2. The program has opened greater opportunities for me to excel in life	(4)	3	2	1
3. The internship led me to my work destination or choice of college degree	4	(3)	2	1
4. The program equipped me with the skills necessary and required in the work industry	4	(3)	2	1
5. Students who have financial difficulty were granted with a scholarship for tuition and allowance	(4)	3	2	1
6. The internship allowed us to practice and polish our skills for IT-BPO work	(4)	3	2	1
7. I understand the concept of work through the sample scenarios used in all subject areas	(4)	3	2	1
8. The program showed us the many work opportunities especially in the IT-BPO industry	(4)	3	2	1
9. The APC Senior High School was open to all interested high school graduates both from formal and Alternative Learning System (ALS)	(4)	3	2	1
10. I find all the subjects in Senior High School relevant to both college and work	(4)	3	2	1
11. My host company guided and supported me during my internship	4	(3)	2	1
12. The program oriented me with the real world of the work industry	4	(3)	2	1
13. I learned the APC Senior High School Program through its Admissions Team and/or career orientation through school visits	4	3	2	(1)
14. The program helped me define my future career plans	(4)	3	2	1
15. The internship has helped me define my career path	(4)	3	2	1
16. The Senior High School orientation enlightened and motivated me to enrol in the program	4	(3)	2	1
17. The program also trained the students with the work values in the industry	4	(3)	2	1
18. The program has prepared me for both college and work	4	(3)	2	1
19. The internship brought out more work potentials in me	4	(3)	2	1
20. The knowledge and learning I obtained from the program are very helpful and important in my work or studies at the present	4	(3)	2	1

Kindly write your answers to the following questions on the blanks.

1. What is the important role of the Senior High School in your college or career life?

I do think it is important of ~~being~~ being a senior high school graduate if ~~you~~ want to work abroad. Well, so far it helped me to know how to ~~do~~ ~~some things at work like~~ ~~giving effective presentations~~ ^{knowing the} ~~processes of businesses and etc.~~ This program actually gives more time of which career path to take.

2. In what different ways has Senior High School helped you in your present work or studies?

It helped me in ^{improving} ~~a~~ communication (verbal & non-verbal), ^{gaining} knowledge about how businesses work, understanding the society, learning time management as well, learning ^{more} ~~skills~~ in maths (college level), and leadership skills.

Student Respondent's Profile Questionnaire

Please affix check (✓) mark in the box and fill in the blanks with the required information.

1. Personal Background:

A. Name : Jesuit R. Barre Age : 23

B. Sex: Male ☒ Female ☐

C. Civil Status: Single ☒ Single Parent ☐ Married ☐
Separated ☐ Widow ☐

2. Date Enrolled in APC Senior High School: June, 2014

3. Status in APC Senior High School:

A. Currently Enrolled ☒ Grade Level: Grade 11
If Intern, name of Company: _____

B. Graduated ☐ Date of Graduation: _____
Internship Company: _____

Job after Graduation (Position/title): _____
Name of Employer/Company: _____
Status of Employment: _____

C. Dropped ☐ Duration of Stay in the Program: _____
Reason/s of Dropping-Out (you can check more than once):

Financial: ☐
Family problems: ☐
Peer pressure: ☐
Early marriage/teenage pregnancy: ☐
Lack of interest: ☐

4. Family Background:

A. Guardian:

☐ Father Occupation: _____
☒ Mother Occupation: Teacher
☐ Others, please specify _____ Occupation: _____

Dear Respondent,

The purpose of this questionnaire is to determine how the Senior High School Program helped attain plans and career opportunities after graduating from the program. The proponent asks your candid and honest responses. Rest assured that all answers will be treated with utmost confidentiality.

Using the scale below, encircle the number that best describes your experience in the program.

4= Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

QUESTIONS	RATING			
	4	3	2	1
1. APC oriented and briefed us about the program and its purpose for us		(3)	2	1
2. The program has opened greater opportunities for me to excel in life	(4)	3	2	1
3. The internship led me to my work destination or choice of college degree	(4)	3	2	1
4. The program equipped me with the skills necessary and required in the work industry	4	(3)	2	1
5. Students who have financial difficulty were granted with a scholarship for tuition and allowance	(4)	3	2	1
6. The internship allowed us to practice and polish our skills for IT-BPO work	(4)	3	2	1
7. I understand the concept of work through the sample scenarios used in all subject areas	4	(3)	2	1
8. The program showed us the many work opportunities especially in the IT-BPO industry	4	(3)	2	1
9. The APC Senior High School was open to all interested high school graduates both from formal and Alternative Learning System (ALS)	(4)	3	2	1
10. I find all the subjects in Senior High School relevant to both college and work	(4)	3	2	1
11. My host company guided and supported me during my internship	4	(3)	2	1
12. The program oriented me with the real world of the work industry	4	(3)	2	1
13. I learned the APC Senior High School Program through its Admissions Team and/or career orientation through school visits	4	(3)	2	1
14. The program helped me define my future career plans	(4)	3	2	1
15. The internship has helped me define my career path	4	(3)	2	1
16. The Senior High School orientation enlightened and motivated me to enrol in the program	(4)	3	2	1
17. The program also trained the students with the work values in the industry	(4)	3	2	1
18. The program has prepared me for both college and work	(4)	3	2	1
19. The internship brought out more work potentials in me	(4)	3	2	1
20. The knowledge and learning I obtained from the program are very helpful and important in my work or studies at the present	(4)	3	2	1

Kindly write your answers to the following questions on the blanks.

1. What is the important role of the Senior High School in your college or career life?

The role of senior high school in my life has helped me to improve myself more and I enhanced my skills from this program.

2. In what different ways has Senior High School helped you in your present work or studies?

I have trained from this program and I think I have now idea how to be prepared for the future activities. Because I have learned how to deal with difficult projects. This program helps me a lot in terms of presenting in the front using powerpoint or etc... because someday when I go to work or pursue college I will be using this kind of skill.

Student Respondent's Profile Questionnaire

Please affix check (✓) mark in the box and fill in the blanks with the required information.

1. Personal Background:

A. Name : Aldaylin Dyann Aycaelo Age : 17

B. Sex: Male ☐ Female ☒

C. Civil Status: Single ☒ Single Parent ☐ Married ☐
Separated ☐ Widow ☐

2. Date Enrolled in APC Senior High School: June 2014

3. Status in APC Senior High School:

A. Currently Enrolled ☒ Grade Level: Grade 11
If Intern, name of Company: _____

B. Graduated ☐ Date of Graduation: _____
Internship Company: _____

Job after Graduation (Position/title): _____
Name of Employer/Company: _____
Status of Employment: _____

C. Dropped ☐ Duration of Stay in the Program: _____

Reason/s of Dropping-Out (you can check more than once):

Financial: ☐
Family problems: ☐
Peer pressure: ☐
Early marriage/teenage pregnancy: ☐
Lack of interest: ☐

4. Family Background:

A. Guardian: Eusubia lamang

☐ Father Occupation: _____
☐ Mother Occupation: _____
☒ Others, please specify Grandmother Occupation: Housewife

Dear Respondent,

The purpose of this questionnaire is to determine how the Senior High School Program helped attain plans and career opportunities after graduating from the program. The proponent asks your candid and honest responses. Rest assured that all answers will be treated with utmost confidentiality.

Using the scale below, encircle the number that best describes your experience in the program.

4= Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

QUESTIONS	RATING			
	4	3	2	1
1. APC oriented and briefed us about the program and its purpose for us	4	3	2	1
2. The program has opened greater opportunities for me to excel in life	4	3	2	1
3. The internship led me to my work destination or choice of college degree	4	3	2	1
4. The program equipped me with the skills necessary and required in the work industry	4	3	2	1
5. Students who have financial difficulty were granted with a scholarship for tuition and allowance	4	3	2	1
6. The internship allowed us to practice and polish our skills for IT-BPO work	4	3	2	1
7. I understand the concept of work through the sample scenarios used in all subject areas	4	3	2	1
8. The program showed us the many work opportunities especially in the IT-BPO industry	4	3	2	1
9. The APC Senior High School was open to all interested high school graduates both from formal and Alternative Learning System (ALS)	4	3	2	1
10. I find all the subjects in Senior High School relevant to both college and work	4	3	2	1
11. My host company guided and supported me during my internship	4	3	2	1
12. The program oriented me with the real world of the work industry	4	3	2	1
13. I learned the APC Senior High School Program through its Admissions Team and/or career orientation through school visits	4	3	2	1
14. The program helped me define my future career plans	4	3	2	1
15. The internship has helped me define my career path	4	3	2	1
16. The Senior High School orientation enlightened and motivated me to enrol in the program	4	3	2	1
17. The program also trained the students with the work values in the industry	4	3	2	1
18. The program has prepared me for both college and work	4	3	2	1
19. The internship brought out more work potentials in me	4	3	2	1
20. The knowledge and learning I obtained from the program are very helpful and important in my work or studies at the present	4	3	2	1

Kindly write your answers to the following questions on the blanks.

1. What is the important role of the Senior High School in your college or career life?

senior high school helped me ^{in making} to make a decision if I will go to college or I will work. senior high school is a way to the better future, it will help you a lot when it comes to industry because this program student will learn a thing that is being thought to college.

2. In what different ways has Senior High School helped you in your present work or studies?

Senior High school helped student like me to be prepared for the real world waiting us. This program train us well to be well educated, when it comes to communication skills. Senior High school is a great opportunity to have.

Student Respondent's Profile Questionnaire

Please affix check (✓) mark in the box and fill in the blanks with the required information.

1. Personal Background:

A. Name : Judith Remoto Age : 20

B. Sex: Male ☐ Female ☒

C. Civil Status: Single ☒ Single Parent ☐ Married ☐
Separated ☐ Widow ☐

2. Date Enrolled in APC Senior High School: WBC 2014

3. Status in APC Senior High School:

A. Currently Enrolled ☒ Grade Level: 11
If Intern, name of Company: _____

B. Graduated ☐ Date of Graduation: _____
Internship Company: _____

Job after Graduation (Position/title): _____
Name of Employer/Company: _____
Status of Employment: _____

C. Dropped ☐ Duration of Stay in the Program: _____
Reason/s of Dropping-Out (you can check more than once):

Financial: ☐
Family problems: ☐
Peer pressure: ☐
Early marriage/teenage pregnancy: ☐
Lack of interest: ☐

4. Family Background:

A. Guardian:

☒ Father Occupation: None
☒ Mother Occupation: Baby Sitter
☐ Others, please specify _____ Occupation: _____

Dear Respondent,

The purpose of this questionnaire is to determine how the Senior High School Program helped attain plans and career opportunities after graduating from the program. The proponent asks your candid and honest responses. Rest assured that all answers will be treated with utmost confidentiality.

Using the scale below, encircle the number that best describes your experience in the program.

4= Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

QUESTIONS	RATING			
1. APC oriented and briefed us about the program and its purpose for us	(4)	3	2	1
2. The program has opened greater opportunities for me to excel in life	(4)	3	2	1
3. The internship led me to my work destination or choice of college degree	(4)	3	2	1
4. The program equipped me with the skills necessary and required in the work industry	4	(3)	2	1
5. Students who have financial difficulty were granted with a scholarship for tuition and allowance	4	(3)	2	1
6. The internship allowed us to practice and polish our skills for IT-BPO work	(4)	3	2	1
7. I understand the concept of work through the sample scenarios used in all subject areas	4	(3)	2	1
8. The program showed us the many work opportunities especially in the IT-BPO industry	(4)	3	2	1
9. The APC Senior High School was open to all interested high school graduates both from formal and Alternative Learning System (ALS)	(4)	3	2	1
10. I find all the subjects in Senior High School relevant to both college and work	4	(3)	2	1
11. My host company guided and supported me during my internship	4	(3)	2	1
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13. I learned the APC Senior High School Program through its Admissions Team and/or career orientation through school visits	4	(3)	2	1
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15. The internship has helped me define my career path	4	(3)	2	1
16. The Senior High School orientation enlightened and motivated me to enrol in the program	4	(3)	2	1
17. The program also trained the students with the work values in the industry	4	(3)	2	1
18. The program has prepared me for both college and work	(4)	3	2	1
19. The internship brought out more work potentials in me	4	(3)	2	1
20. The knowledge and learning I obtained from the program are very helpful and important in my work or studies at the present	(4)	3	2	1

Kindly write your answers to the following questions on the blanks.

1. What is the important role of the Senior High School in your college or career life?

The important role of the senior high school would be the knowledge and experiences that ^{they gave to us that} we can use in the future. It gave us opportunity to find a job & readiness to go to college if we finish this program.

2. In what different ways has Senior High School helped you in your present work or studies?

Our teachers always remind us about our responsibilities & habit in studying this program. In this program we ^{are} trained to become more responsible because in the future our business will not work in our job. This program also helps us to not miss every opportunity that comes to us. Instead of being lazy & busy we have to work hard to aim our goals.

Appendix I. Feedback of Industry Partners

To: Ms. Ryan

Cc: Ms. Kathleen

Please see below assessment for Benjie

Internship			
Last Name	First Name	Hours Rendered	Final Rating
Gulmatico	Benjie	368hrs	85 %

Benjie is an energetic & fast learner, able to perform the given duties with minimum supervision.

A big part of these duties involve analysis & proof reading. Training given to him is very limited but he was able to execute the given tasks very well.

Duties

=====

1. Gathering of accurate Information using Excel spread sheet – involves 8 excel spread sheet
2. Audit of Standard Process & Practices – 16 analyst were audited on a daily basis

Thanks & Regards

Michaela Fernandez

Shift Manager: Contracts

Multi-Trade Contracting

APL Pricing Administration Center

Contracts: <http://aplweb.apl.com/pcamtc/html/pcamtc_mtc.html>

☎: +632.771.0210 to 0219 local 302

☎: +63917.8733.237 - Mobile

☎: +632.771.0211 or +632.771.0212; Toll Free (USA): 866.324.6097

Email: Michaela_Fernandez@apl.com

Hi Ms. Ryan,

Pls. see the following Intern Assessment for Ms. Sarah Duligues. The assessment was done by Ms. Duligues' assigned manager Ms. Melissa Villangca, Contract Admin Manager of PAC APL Co. Pte. Ltd.

Internship			
Last Name	First Name	Hours Rendered	Final Rating
Duligues	Sarah	348 hrs	90 %

Sarah is a polite and well-mannered individual willing to learn all the processes of the department. She has mastered the tasks assigned to her and consistently does it efficiently and accurately. She asks questions if something is not clear, a good way to avoid committing mistakes. She is also easy to get along with and she treats the members of my team with respect and tact. All in all, she has been a great help to the team as all the filings and CRM upload are done on time giving the team more time to focus on auditing the contracts and amendments.

Thanks and regards,

Kat

Hi Ms. Ryan,

Pls see Intern Assessment for Ms. Jessabel Buelba. The assessment was done by Ms. Buelba's assigned manager Ms. Wyden Laguador, SCR Manager of PAC APL Co. Pte. Ltd.

Assessments of the other 2 interns to follow later today or tomorrow

Thanks and regards

Kat

Kathleen Rose L. Ang
Country HR & Admin Manager
APL Co. Pte. Ltd. / APL Logistics Phils., Inc. / PAC APL Co. Pte. Ltd.
9th flr One E-Com Center, North Quadrant,
Harbor Drive, MOA Complex, Pasay City,
From: Laguador, Wyden A
Sent: Thursday, March 13, 2014 2:50 PM
To: Ang, Kathleen Rose L
Cc: Macabalitao, Emely H
Subject: RE: Requested Assessment for APC Magallanes Interns

Hi Ma'm Kat

Please see below for SCR Intern:

Internship			
Last Name	First Name	Hours Rendered	Final Rating
Buelba	Jessabel		95%

Jessabel Buelba is an energetic learner and shows positive attitude towards her work. Jessabel performs the job according to instructions, has the initiative and exert effort to complete the assigned task on time. Has good working relationships with officers and workers of the company.

Tks/rgds

Wyden

From Ms. Heidi Salido, APC Admissions

Name of Intern: Kriti Sarawgi

Grade: 90%

Total Hours Rendered: 380 hours

Kriti has the eagerness to learn new things, she accepts new assignments with enthusiasm and proactive on a given task. She is good with details. She needs to improve her english proficiency especially on the written communication skills. She is courteous and can relate with the admissions staff and tried her best to relate well with the APC students and the visiting parents.

She needs to improve her attendance, she is tardy at times in coming to work.

From Ms. Heidi Salido, APC Admissions

Name of Intern: Gaurav Sarawgi

Grade: 90%

Total Hours Rendered: 413 hours

Gaurav is independent. He can get instructions under minimal supervision. He is responsive to any office assignments. His computer literacy is very good and is willing to share and help to the admissions staff. He is courteous and can relate well with people.

He needs to improve his attendance. He is tardy at times in coming to work.

Intern			
Last Name	First Name	Hours Rendered	Final Rating
Borci	Milagrosa	600 hrs	90%

Migz was first endorsed to Genpact Academy and was able to complete her 160 hrs.

She was then transferred to our Sourcing Department. Although she was given limited tasks, she was able to execute the given tasks well. Migz has sense of responsibility and commitment. She is very positive and enthusiastic about work. Additionally, she cooperates with her supervisor(s); is respectful more so, with the rest of the team.

Duties:

Recruitment:

1. In charge of giving out the flyers to applicants inside the Recruitment Office
2. Explains the Hiring Process to candidates
3. Provides feedback to applicants who didn't make it the hiring process
4. Enter data into spreadsheets or databases
5. Makes copies of HR paperwork as needed
6. Participate in Recruitment team and all staff meetings

Xerlyn Caparas
Sourcing Specialist
Recruitment & Marketing
Genpact Services LLC-Phils

Intern			
Last Name	First Name	Hours Rendered	Final Rating
Dalwampo	Cristina	515.5 hrs	87 %

Tine is a fast learner and a conscientious intern. She was able to do her duties well even with minimal supervision. She has also developed a rapport with my team and showed real interest with our processes, very willing to learn more to broaden her knowledge.

Duties

=====

1. Sorting, scanning signature pages and then pasting it in the SVC folder (at least 100 per day)
2. Uploading of contracts and signature pages in CRM. (at least 100 per day)
3. Audit of amendments and new contracts before filing with the FMC
4. Processing of amendments.

Melissa Villangca,
Contract Admin Manager
PAC APL Co. Pte. Ltd.

Intern			
Last Name	First Name	Hours Rendered	Final Rating
Ducay	Angelita	600 Hrs	81%

Angie was able to perform tasks assigned to her role as an intern in Human Resources at TeleDevelopment Services, Inc. From the beginning, she showed a good understanding of the BPO Industry, and was able to adapt to a fast pace environment. She's proved she has command of her work through acceptable outputs in terms of organizing HR files, encoding, and assisting in all HR related matters

In Addition, She needs further exposure in presenting herself professionally.

Duties

- ☐ Microsoft excels preparation/ Typing (Microsoft Word).
- ☐ Cleaning and arranging office equipment.
- ☐ Data Encoding
- ☐ Performs other associated duties that superiors may asked.
- ☐ Customer Service
- ☐ Office Works (answering phone calls, photocopying, record keeping)
- ☐ Familiarization in the functions /jobs done by the employees handling "Computer or HR Related" work in the firm.
- ☐ Student trainee must always observe discipline and right conduct in performing his/her task while on training.
- ☐ Student trainee must observe proper grooming and corporate attire
- ☐ Assist in all HR related matters.

Evaluated by


Gil Dasalla
HR Assistant

Noted by


Renea Garong
Asst. HR Manager

Intern			
Last Name	First Name	Hours Rendered	Final Rating
Ducot	Ralph Nikko	600hrs	87%

Ralph has excellent communications skills and you could rely every time he's given a certain task. However, we called his attention due to lack of initiative and for coming in late for work. After his initial verbal warning, Ralph's already punctual and he participates with our daily sourcing activities.

Duties

=====

1. Conducts Phone screening to applicants and schedule them for interview
2. Updates applicant's status
3. Assist applicants from Jobs Fair.

Intern			
Last Name	First Name	Hours Rendered	Final Rating
Gremio	Grem Rex	600hrs	88%

Rex has a strong ability to look at the big picture when needed as well as the at hand task on his plate. I did not have to worry when I gave him an assignment. He did not need much direction or motivation outside of the initial instructions. He was self-reliant and only asked for help or questions when it was necessary. Rex gets along with our other interns.

Tasks:

Admin Tasks: encoding, scanning, photocopying/printing

Phone Screening: invites, follow-ups,

Marketing: Online marketing & blogging, face-to-face interaction with applicants, he was entrusted to give out Gift Certificates and Movie Tickets

Training: coaching the invited applicants about the hiring process

Xerlyn Caparas

Sourcing Specialist

Recruitment & Marketing

Genpact Services LLC-Phils